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ABSTRACT

This study was designed to gather information about the views of librarians and the public concerning materials and services provided for children in the public libraries of the South Central Regional Library System in Ontario. Questionnaires distributed in each of the 13 communities served by the system asked about the perception of the provision of and the importance of current and possible future services. Questionnaires were distributed to all librarians in the public libraries, and to a sample of principals, teachers, nursery school teachers, and library users; the questionnaires administered to librarians also included items about the services offered to the libraries by the regional system. An analysis of the more than 500 questionnaires returned showed that differences in the perception of services exist among the three groups: parents and teachers are more likely than librarians to view the provision of audiovisual materials, materials and services for very young children, and parent-child programs as very important. All groups agree on the importance of the traditional services of picture books, story hour programs, and help with school projects. Included with the report are 59 tables of data, the survey instruments used in the study, and selected comments of respondents. (Author/JD)

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WHAT SHOULD LIBRARIES DO FOR CHILDREN?

Parents, Librarians and Teachers View
Materials and Services in the South
Central Regional System (Ontario)

by

ADELE M. FASICK

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Adele M. Fasick

1

OVERVIEW OF FINDINGS

This study of children's services in the libraries of the South Central Regional Library System was undertaken because the children's librarians wanted information on which to base their plans for future development of services. They believed that their day-to-day work in libraries, while giving them considerable feedback and an intuitive sense of what their patrons wanted, did not provide systematic information about what other librarians and community members thought about library services. To provide this information, the research team from the Centre for Research in Librarianship of the University of Toronto surveyed librarians and community members to discover how they regard the provision of services and what they think are the most important areas in which children's libraries should develop.

A questionnaire was designed and administered to four groups in each community: library trustees, librarians, elementary and nursery school personnel, and library users. The questionnaire included questions about materials and services which are now provided or which might be in the future. The version of the questionnaire given to librarians and trustees also included questions about services which could be provided through the Regional system rather than by individual libraries.

The thirteen library systems in the South Central Region vary in size from one serving a population of more than three hundred thousand to one which serves a community of less than fifteen hundred. The libraries were divided into four groups on the basis of the size of population served. Information about the individual communities is given in Chapter 2.

The views of librarians, school personnel and library users toward the provision of materials for children are presented in Chapter 3. Four categories of materials are considered: Canadian materials, non-print materials, non-English language materials, and marginal, popular materials.

Canadian Materials

The most striking finding about the availability of Canadian materials is that in libraries of all sizes the librarians are twice as likely as library users to believe that the provision of these materials is very good. It seems that the library users who responded to the questionnaire are unaware of the amount of Canadian materials available, even though they visit the library frequently. This suggests that Canadian books and periodicals should be made more visible to patrons, perhaps through labelling, putting them in special sections, or using them frequently and systematically in displays and programs. The librarians in our study indicated that they consider the provision of Canadian materials to be very important. Library users tended to rank the importance of these materials somewhat lower than librarians did. Since librarians do believe that these materials are important and that they are well provided, an effort should be made to demonstrate to the public both their importance and their availability. In addition to displaying these materials more prominently, librarians might consider offering to give talks to community and school groups so that they can explain why Canadian materials are important and what the library is doing to supply them for children.

Non-print Materials

The questionnaire asked about the provision of non-print materials such as records, cassettes, filmstrips and viewers, cassette players for use in the library or for borrowing. All groups agreed that the materials are provided only in limited quantities. Records are the most readily available, with the other media being offered by only a few libraries.

In most libraries, the library users rank non-print materials as of greater importance than the librarians do. School personnel also tend to consider the provision of non-print materials very important. It seems evident that an effort to increase the amount and scope of non-print materials in the libraries would be welcomed by library patrons. Since this kind of material is expensive, it will take time to plan budgets that will allow an increase of these materials. As a long range goal, however, it is apparent that more non-print material will have to be included in library collections if they are to continue to offer satisfactory service to children.

Language Materials

The provision of material in languages other than English, and of material on ethnic heritage, is another area in which librarians rate the provision higher than do the library users. Whether this is because the library users are not aware of the material that is available or because they want more of it, can only be decided in the context of a particular library. Questions about what kinds of French language materials will serve their children's needs, what kind of ethnic material is wanted, and how material that may not be in a particular library or branch can be obtained need to be brought out and discussed in each library. Travelling collections might be useful for some of these materials. Since both the staff and public believe that this material is important, these efforts would bring about an improvement in service.

Marginal, Popular Materials

The category of marginal, popular materials includes such things as: popular series books, comic books, games for home use, and toys for pre-school children. Some of these materials are available in some of the libraries studied, but the overall provision is rather low. Neither the librarians nor the library users consider these materials to be of great importance. It must be remembered that the respondents to these questionnaires represent library users rather than the community as a whole, but among this group at least there is no indication that provision of comic books or TV spinoffs are desired. Additional spending for this type of material might well be deferred until other needs are met.

Traditional Services

Librarians, library users and school personnel all tend to agree that the traditional library services such as: provision of picture books, children's classics, information about hobbies, story hour programs and reading guidance for parents and children are important and for the most part well provided services. Library users tend to rate reading guidance and story hour programs as somewhat less well provided than librarians believe them to be. It may be that librarians are more aware of the availability of services such as helping children to choose books or helping their parents select books for them. There seems to be a general lack of communication in many libraries between the staff and the public as to the materials and services which are available. Librarians probably need to have a higher profile, to become more outgoing and take a more active role in suggesting to children and parents the range of services they offer. In many libraries it appears that services are available but are not being promoted effectively.

The area of traditional services is the one which librarians see themselves as providing very well and the one which seems most important to them. The public tend to rate the importance of these services somewhat lower than librarians do but still consider them of great value. It is obvious that the traditional functions of the children's libraries have not become outdated and that the library users and school personnel expect public libraries to continue to provide these services at a high level.

Services to Preschool Children

While story hour programs and picture books have long been a part of public library services, the provision of toys for preschoolers, learning experiences for children under three, and French books for preschoolers are more innovative services now available in some libraries. While preschool services in general are rated as important by library users and school personnel, there is some disagreement about the form which the service should take. The traditional services are considered important by all groups. Parents and nursery school teachers tend to rate the provision of learning experiences for children under three important, while librarians and elementary school teachers do not. Toys for preschoolers are one of the most controversial items on the questionnaire. About one-third of the respondents consider these important or essential, the rest rank them as either inappropriate or of low priority. Some respondents wrote comments deploring the use of library resources for toys. A selection of comments from respondents is included in Appendix D. While these represent the view of individuals and cannot be considered representative, they nevertheless give an insight into concerns and opinions about some library services.

Since most of the library users who responded to this survey are the parents of preschool children, the interest in services to these children is bound to be high. Even though these respondents do not represent a cross-section of library

users, the strength of the replies in this area shows that there is a market for more varied preschool services and service to younger children. Libraries should plan to increase this type of service. Even though the trend toward smaller families may lower the absolute number of preschool children in a community, the parent who has only one or two children is likely to value a high level of service and to have time and energy to seek out quality services for children.

School-Related Services

Despite the availability of school libraries, a great deal of the service to children in the public library is related to their school work. Provision of information for school projects, help with reference questions, and instruction in the use of reference tools and adult materials are all parts of this service. Librarians, school personnel and library users tend to agree that these services are very important. Many of the comments made by principals and school librarians have to do with the need for more cooperation between schools and public libraries in an effort to make school-related services even more effective.

Library users in the largest libraries tend to be more satisfied with reference and information service than are users of large and medium libraries. Librarians, however, are equally well satisfied no matter what size library they work in. Since the largest libraries undoubtedly have the most extensive collections, it seems that librarians adjust their expectations to the size of their library, and that patrons are only concerned with whether or not they get the services they want.

An important priority in almost all of the libraries is to discover why the library users do not agree with librarians about how well these services

are provided. It may be that materials are available but not in large enough quantities. Or perhaps school children are not able to use effectively what the libraries offer and that more staff time needs to be spent on reference work and on teaching library skills. Since librarians, by their ranking of importance, indicate that they intend to continue providing school-related services, they need to set up realistic goals of what level of service can be provided and to cooperate with schools and the public to maintain this level.

Access to Materials Outside the Library

The extent to which materials are available to a patron even though they are not on the shelf is an important aspect of service. Some of the ways of broadening a child's access to material is by allowing use of the adult section of the library, permitting children to use one library card within the Region, taking reserves and requests for borrowing materials from other libraries, and providing photocopying services. Many of these services are provided by libraries in the Region, but librarians are much more likely than library users to say that they are available. It seems likely that even the frequent users of the library who responded to the questionnaire are not aware of many of these services. While most patrons do not consider these services to be of major importance, it is unfortunate that so many people are unaware of them. The solution to this problem lies in publicizing such services as reserving books and requesting materials. Even though children may now be permitted to do these things, unless they and their parents know that they are, the privileges do not mean much. Once again, the key lies not in increased budget or changes in service, but in better personal communication so that patrons may know all of the various ways in which the library will help them.

Social Aspects of the Library

The provision of meeting rooms for non-library groups, providing programs for parents and children to share, and a place where children can meet

friends and/or learn crafts, are somewhat controversial library services. A few respondents indicate that using the library as a meeting place or for anything other than library business is inappropriate. More library users than librarians consider social aspects of library use important, but it does not rank as high as other services.

The one type of program within this area for which there is a great demand is for programs which parents and children can share. Since the introduction of this type of programming would not need a large budget increase but only a change in planning of service and a shifting of staff time, this would be a sensible area for libraries to develop.

Librarians View of Regional Services

One part of the questionnaire given to librarians asked about Regional services. The services which ranked highest in importance were, in general, the services which are already being provided by the Region. The provision of conferences and workshops for children's librarians, the funding of special events and activities and sponsoring staff attendance at conferences were all considered of great importance. The Region's role in facilitating access to materials by providing courier service and coordinating reciprocal borrowing and inter-library loans were also highly valued.

Regional service to individual libraries through the provision of assistance in materials selection or weeding, and help with the evaluation of collections is welcomed as an important service by some librarians, but rejected as inappropriate by an almost equal number. Many of these services might be considered particularly suited to small libraries. One librarian wrote on the questionnaire:

Many of the services mentioned above would be most helpful to small libraries with no professional staff, but are unnecessary for larger libraries with children's librarians on the staff.

The results of the survey, however, indicate that there is a little difference among librarians in various size libraries in their view of these professional assistance services from the Region. A number of librarians in small libraries would welcome them, but others reject them, just as in the larger libraries. The most appropriate response by the Region would seem to be a gradual move to making these services available upon demand. Those librarians who value Regional help could then take advantage of them while other librarians would feel free to go their own way.

Summary

Children's librarians within the South Central Regional System can feel satisfied that library users and school personnel have a high regard for the services children are now receiving. While there are areas which seem ripe for further development and growth, there is no indication that radical change in the direction of library services is desired by these groups.

The major weakness which has been revealed by this study is that the public who use the library seem unaware of the depth and amount of materials and services available to children. Perhaps librarians have been too diffident about offering help and instead have expected patrons to familiarize themselves with the library's resources. More enthusiasm and display in publicizing what the library has to offer should increase the satisfaction of patrons and might encourage others to use the library.

The responses of the public to the questionnaire show that people have a great deal to say to librarians about the services they want. Librarians must encourage patrons to express their ideas and to start a dialogue so that collections and services will be responsive to the needs of the community.

2

DESCRIPTION OF LIBRARIES

Overview of Libraries and Respondents

Within the South Central Region are thirteen library systems serving communities which vary widely in population and area size. For purposes of this analysis, the systems were divided into four categories depending on the size of population served. The libraries within each grouping are shown in Table 1.

TABLE 1

LIBRARIES WITHIN THE SOUTH CENTRAL REGIONAL SYSTEMS SERVING VARIOUS POPULATIONS

Category	Size of Population Served	Libraries
Largest	100,000 and over	Burlington, Hamilton
Large	50,000 to 100,000	Brantford, Oakville, Wentworth
Medium	15,000 to 50,000	Dundas, Halton Hills, Milton
Small	Under 15,000	Burford, Oakland, Paris, Six Nations, South Dumfries

Despite the dissimilar communities in which they work, the librarians who responded to the questionnaire do not differ greatly in either the level

of their professional activity or the length of time they have spent in library work. The most notable variation among the groups of librarians is that those in larger libraries more often tend to work either with children or with adults, while almost all of the librarians in small libraries work with both groups. This specialization or lack of it may affect their view of children's services to some extent.

Members of the public who responded to the questionnaire, also tend to have similar backgrounds regardless of their community's size. The great majority of respondents are parents, and most of them have preschool children. They constitute a particularly knowledgeable group of library users and, since they are also frequent library users, can be assumed to have a generally favourable attitude toward library services. It is important to remember in reading the results of the survey, that the public is a group of selected library users, not a cross-section of the population of the community.

The school personnel who responded to the questionnaire are predominantly from elementary schools, but the group does include some nursery school teachers. Approximately half of the elementary school respondents are principals. The majority of the remainder are school librarians, plus a handful of classroom teachers. Although questionnaires were distributed to a sample of schools in communities of varying size throughout the region, most of the responding schools were in areas with populations greater than fifteen thousand.

Response from trustees was slight, so analysis of their perceptions of library service would not be meaningful.

The rest of this chapter contains detailed information about the communities, libraries and respondents included in this survey.

Largest Libraries

Burlington, and Hamilton, the two largest library systems within the South Central Region serve cities of more than 100,000 population. Both libraries serve predominately urban as opposed to rural communities. As Table 2 shows, Hamilton has had a fairly steady population over the past five years, while Burlington has grown by approximately one-fifth over the same period.

The average family income in Hamilton is \$7,694, three thousand dollars a year lower than the average Burlington income. The level of education is also higher in Burlington, where more than 20 percent of the heads of families have attended university.

Although both Hamilton and Burlington are overwhelmingly English-speaking, with only about 1 percent of the heads of household listing their native language as French, Hamilton has a considerably higher proportion of speakers of languages other than English and French than does Burlington. The largest ethnic groups represented in Hamilton, according to census figures, are Italian and German. In Burlington the most sizeable ethnic groups are German and Dutch.

There are seventy-six members of the public who answered the survey questionnaires in these two cities. Since the questionnaires were distributed in libraries, all of these respondents are library users. As can be seen from Table 3 the vast majority of them are frequent users of the library and most of them live near a library branch. Four out of five of these

TABLE 2

DEMOGRAPHIC INFORMATION ABOUT LARGEST PUBLIC LIBRARIES

HAMILTON

	1976	1971
Population	312,003	309,173

Average income of
head of family \$7,694

Education of head of Household (N= 77,540)	%	Less than grade 8	Grades 8-10	Grades 11-12	Grade 13	Some univ or more
		15.7	43.9	21.2	7.2	9.5
Language most often spoken at home (N= 77,545)	%	English		French	Other	
		80.9		1.0	18.1	
Proportion of pop. who are children (1971 figures)	%	Ages 0-4		Ages 5-9	Ages 10-14	
		7.7		9.2	9.4	

BURLINGTON

	1976	1971
Population	104,314	86,113

Average income of
head of family \$10,897

Education of head of Household (N=21,810)	%	Less than grade 8	Grades 8-10	Grades 11-12	Grade 13	Some univ or more
		6.2	32.0	26.7	13.1	22.0
Language most often spoken at home (N= 21,810)	%	English		French	Other	
		93.7		less than 1	5.5	
Proportion of pop. who are children (1971 figures)	%	Ages 0-4		Ages 5-9	Ages 10-14	
		9.0		12.0	11.6	

TABLE 3
CHARACTERISTICS OF PUBLIC RESPONDENTS IN LARGEST LIBRARIES

% of public who are parents (N=76)	% of public with children under 2	Children 2-5	Children 6-9	Children 10-14	Children 14+
80.3	25.0	64.5	35.5	27.6	15.8
% of public who borrow materials for adults (N=70)		Occasionally 31.4		On most visits 65.7	
Frequency of visits to library (N=78)		Once a week 69.2		Every 2/3 weeks 17.9	Less often 12.6
Distance from library (N=78)		Within walking distance 56.4		Less than 5 miles 34.6	More than 5 miles 9.0

respondents are parents, most of them with children of preschool age. In the chapters that follow, when we look at the responses which these people give to the questionnaire, it is important to keep in mind that these respondents are probably among the best-informed group of library users in the community (because of the frequency of their visits and the knowledge that they have gained about children's services by bringing their children to the library). If the respondents had been a random sample of library users, the level of knowledge about services would probably have been much lower. Their frequent use of the library also indicates that they consider library services important. It is therefore likely that they might rank the importance of services higher than would any similar sample of occasional library users. As the following pages will show, almost all of the public respondents indicate that they use the library frequently. There were very few occasional library users who picked up the questionnaire and answered it.

There are forty-six librarians in the largest library systems who answered the questionnaire. Table 4 indicates that approximately one out of every five works primarily with adults, another two out of every five work mainly with children. The others deal with both adults and children. Roughly half of the librarians have been in the library field for five years or less. They are an active group professionally, with about a third of them belonging to at least one professional organization and almost half of them having attended three or more professional conferences during the past three years.

Figures on the size, circulation and expenditure of the Burlington and Hamilton libraries are shown in Table 5. As might be expected from the higher socio-economic background of Burlington, the circulation per

TABLE 4
CHARACTERISTICS OF LIBRARIANS IN LARGEST LIBRARIES

Principal clientele (N=46) %	Adults		Children		Both	
	21.7		41.3		37.0	
Years in library work (N=47) %	Less than 2		2-5	6-10	10+	
	6.4		44.7	29.8	19.1	
Years in present job (N=48) %	Less than 2		2-5	6-10	10+	
	18.8		47.9	18.8	14.6	
Professional memberships (N=48) %	None Reported		One	Two	3 or more	
	68.8		20.8	8.3	2.0	
Conferences attended during last three years (N=48) %	None	One	Two	Three	Four	Five+
	35.4	4.2	16.7	12.5	12.5	18.8

TABLE 5
POPULATION SERVED, CIRCULATION, SIZE AND
EXPENDITURE OF LARGEST LIBRARIES*

Library system	Population served	Circulation	Volumes held	Circ. per capita	Expenditure per capita
Burlington	101,926 (1975) 103,728 (1976)	876,249	187,670	8.6	\$13.76
Hamilton	311,886 (1975) 312,162 (1976)	1,923,660	740,812	6.2	\$10.69

*Figures are based on 1975 data reported in Ontario Library Review December 1976. Population figures for 1976 were supplied by South Central Regional Library System.

capita is slightly higher than Hamilton, as is the per capita expenditure.

Large Libraries

Oakville, Brantford, and Wentworth, serving populations of between 50,000 and 100,000 are the three libraries included in the large library category. Table 6 gives demographic information about these three library systems.

As can be seen from the table, Oakville is a prosperous, growing community. In the five years between 1971 and 1976, the community increased its population by almost 10,000 people. With the average income of head of family over \$10,000 per year, and a high proportion of children in the population, this is clearly a community in which demand for children's library services is likely to be high.

Brantford and Wentworth have had more stable populations than Oakville since 1971. There are fewer university-educated heads of household, in these two communities than in Oakville. The average income of the head of family in Brantford is \$7,257. Comparable figures for the population served by the Wentworth library are not available, because this system serves a diverse group of towns and rural areas throughout the county.

All of the fifty-two public respondents from these libraries are parents and as Table 7 reveals three-quarters of them have preschool children. Like the respondents from the largest library systems, they are frequent library visitors. More than eight out of ten of them report that they visit the library once a week or more. Somewhat fewer of these respondents live within walking distance of the library, reflecting the rural and suburban character of the communities, but almost all of them live within five miles of the library or branch that they visit.

TABLE 6
DEMOGRAPHIC INFORMATION ABOUT LARGE PUBLIC LIBRARIES

WENTWORTH

	1976	1971
Population	78,308	73,967

Average income of
head of family *

	Less than grade 8	Grades 8-10	Grades 11-12	Grade 13	Some univ or more
Education of head of Household % (N= 18,790)	20.6	46.1	23.0	8.5	12.2
	English		French	Other	
Language most often spoken at home % (N= 18,785)	92.4		.6	7.0	
	Ages 0-4		Ages 5-9	Ages 10-14	
Proportion of pop. who are children (1971 figures) %	5.9		11.5	12.2	

* figures not available

OAKVILLE

	1976	1971
Population	68,950	58,440

Average income of
head of family \$10,779

	Less than grade 8	Grades 8-10	Grades 11-12	Grade 13	Some univ or more
Education of head of Household % 15,325	8.3	52.1	24.7	13.1	21.8
	English		French	Other	
Language most often spoken at home % (N= 15,320)	89.5		0.9	9.7	
	Ages 0-4		Ages 5-9	Ages 10-14	
Proportion of pop. who are children (1971 figures) %	9.0		12.3	12.6	

TABLE 6 - Continued
DEMOGRAPHIC INFORMATION ABOUT LARGE PUBLIC LIBRARIES

BRANTFORD

	1976	1971
Population	66,950	64,527

Average income of
head of family \$7,257

	Less than grade 8	Grades 8-10	Grades 11-12	Grade 13	Some univ or more
Education of head of Household % (N= 15,885)	13.7	49.3	21.8	6.9	8.7
	English	French	Other		
Language most often spoken at home % (N= 15,985)	94.0	4.9	1.1		
	Ages 0-4	Ages 5-9	Ages 10-14		
Proportion of pop. who are children (1971 figures) %	7.8	9.5	9.3		

TABLE 7
CHARACTERISTICS OF PUBLIC RESPONDENTS IN LARGE LIBRARIES

% of public who are parents (N=52)	% of public with children under 2	Children 2-5	Children 6-9	Children 10-14	Children 14+
100	19.2	73.1	51.9	32.7	13.5
% of public who borrow materials for adults (N=53)		Occasionally 37.7		On most visits 54.7	
Frequency of visits to library (N=52)		Once a week 84.6		Every 2/3 weeks 15.4	Less often nil
Distance from library (N=56)		Within walking distance 39.3		Less than 5 miles 51.8	More than 5 miles 8.9

As shown in Table 8 , almost half of the librarians from these libraries report that they work with both adults and children. Almost half have been in library work for six years or more. The majority of them belong to at least one professional organization and have attended two or more conferences during the last three years.

Table 9 gives a statistical picture of the three libraries in this group. The size of their collections are similar, but the expenditure per capita varies considerably. Oakville spends \$12.13 per capita, well above the Regional average, while both Brantford and Wentworth are below the average. The circulation per capita is higher in Oakville and Brantford than in Wentworth, possibly because the rural nature of this community makes access to libraries difficult for some residents. Wentworth has more permanent service points than any other library in the South Central Region--thirteen branches and seven deposit stations. The branches are open an average of twenty-five hours a week, but the length of time open varies from eight-and-one half hours to forty-seven hours per week.

Medium Libraries

Three libraries in the survey fell in the category of medium sized libraries serving from 15,000 to 50,000 people. These libraries are Dundas, Halton Hills, and Milton. Table 10 gives some basic demographic information about these communities. All three are middle income communities with the average family income (in 1971) between \$8,000 and \$10,000. Dundas has the highest average income, and also the highest proportion of heads of household with some university training--one out of five. Milton grew faster during 1971 to 1976 than the other two communities did. It also has a lower proportion of children than the other communities in our study.

TABLE 8
CHARACTERISTICS OF LIBRARIANS IN LARGE LIBRARIES

Principal clientele (N=24) %	Adults		Children		Both	
	20.8		33.3		45.8	
Years in library work (N=25) %	Less than 2		2-5	6-10	10+	
	4.0		28.0	24.0	44.0	
Years in present job (N=24) %	Less than 2		2-5	6-10	10+	
	8.3		45.8	20.8	25.0	
Professional memberships (N=24) %	None Reported		One	Two	3 or more	
	37.5		16.7	29.2	16.7	
Conferences attended during last three years (N=24) %	None	One	Two	Three	Four	Five+
	33.3	8.3	20.8	20.8	8.3	8.3

TABLE 9
POPULATION SERVED, CIRCULATION, SIZE AND
EXPENDITURE OF LARGE LIBRARIES*

Library system	Population served	Circulation	Volumes held	Circ. per capita	Expenditure per capita
Oakville	67,634 (1975) 68,116 (1976)	658,823	158,958	9.7	\$12.13
Brantford	65,124 (1975) 66,930 (1976)	666,443	148,542	10.2	\$ 7.09
Wentworth	77,265 (1975) 78,357 (1976)	504,749	133,646	6.5	\$ 6.38

*Figures are based on 1975 data reported in Ontario Library Review December 1976. Population figures for 1976 were supplied by South Central Regional Library System.

TABLE 10
DEMOGRAPHIC INFORMATION ABOUT MEDIUM PUBLIC LIBRARIES

MILTON

	1976	1971
Population	20,756	14,257

Average income of
head of family \$8,441

		Less than grade 8	Grades 8-10	Grades 11-12	Grade 13	Some univ or more
Education of head of Household (N= 1,715)	%	12.5	49.0	23.0	6.1	9.0
		English	French	Other		
Language most often spoken at home (N= 1,710)	%	92.7	Less than 1	7.3		
		Ages 0-4	Ages 5-9	Ages 10-14		
Proportion of pop. who are children (1971 figures)	%	4.0	4.6	4.9		

DUNDAS

	1976	1971
Population	19,179	18,740

Average income of
head of family \$9,738

		Less than grade 8	Grades 8-10	Grades 11-12	Grade 13	Some univ or more
Education of head of Household	%	7.1	36.8	23.7	11.3	21.1
(N= 4,410)						
		English		French	Other	
Language most often spoken at home	%	95.1		Less than 1	4.5	
(N= 4,410)						
		Ages 0-4		Ages 5-9	Ages 10-14	
Proportion of pop. who are children	%	7.9		8.8	9.7	
(1971 figures)						

TABLE 10 - Continued
DEMOGRAPHIC INFORMATION ABOUT MEDIUM PUBLIC LIBRARIES

HALTON HILLS

	1976	1971
Population	34,477	31,041

Average income of
head of family \$8,347

	Less than grade 8	Grades 8-10	Grades 11-12	Grade 13	Some univ or more
Education of head of Household % (N= 5,585)	8.6	42.0	26.5	11.7	11.3
	English	French	Other		
Language most often spoken at home % (N= 5,580)	95.5	1.6	2.9		
	Ages 0-4	Ages 5-9	Ages 10-14		
Proportion of pop. who are children % (1971 figures)	7.7	8.7	8.3		

Table 11 shows, that of the sixty-nine members of the public who answered the survey questionnaire in these libraries, 85.5 percent are parents. Three-quarters of the respondents are parents of preschool children. Over 90 percent of the respondents report that they visit the library at least once every two or three weeks, and almost a third of them live within walking distance of the library. As was mentioned earlier in the chapter, the public respondents in this survey are the ones who are frequent users and who therefore probably know the library and its services better than any other group of users.

Almost half of the responding librarians in these three libraries report that they work with both adults and children. The others as shown in Table 12 are equally divided between those who work mainly with adults and those who work mainly with children. They do not differ markedly from other groups of librarians in the number of professional associations to which they belong, nor in the number of conferences attended.

A final set of data about these three libraries is shown in Table 13 which indicates the population served, circulation, size and expenditure of these libraries. The expenditure per capita varies from \$4.47 in Halton Hills to \$14.04 in Dundas. There is also a wide variation in the figures for circulation, with Dundas having a higher per capita circulation than either of the other two library systems. Both Milton and Dundas have two permanent service points, while Halton Hills has three.

Small Libraries

Five of the library systems in the South Central Region serve a population of less than 5,000 people. The demographic figures for these libraries are given in Table 14. The average income for the heads of

TABLE 11
CHARACTERISTICS OF PUBLIC RESPONDENTS IN MEDIUM LIBRARIES

% of public who are parents (N=69)	% of public with children under 2	Children 2-5	Children 6-9	Children 10-14	Children 14+
85.5	14.5	76.8	44.9	18.8	8.7
% of public who borrow materials for adults (N=65)		Occasionally 29.2		On mosts visits 69.2	
Frequency of visits to library (N=68)		Once a week 60.3		Every 2/3 weeks 33.8	Less often 5.9
Distance from library (N=70)		Within walking distance 31.4		Less than 5 miles 60.0	More than 5 miles 8.5

TABLE 12
CHARACTERISTICS OF LIBRARIANS IN MEDIUM LIBRARIES

Principal clientele (N=14)			Adults		Children		Both	
			28.6		28.6		42.9	
Years in library work (N=15)	%		Less than 2		2-5	6-10	10+	
			13.3		33.3	20.0	33.3	
Years in present job (N=15)	%		Less than 2		2-5	6-10	10+	
			26.7		46.7	20.0	6.7	
Professional memberships (N=15)	%		None Reported		One	Two	3 or more	
			53.3		26.7	20.0	nil	
Conferences attended during last three years (N=15)	%		None	One	Two	Three	Four	Five+
			13.3	6.6	33.3	nil	26.7	20.0

TABLE 13
POPULATION SERVED, CIRCULATION, SIZE AND
EXPENDITURE OF MEDIUM LIBRARIES*

Library system	Population served	Circulation	Volumes held	Circ. per capita	Expenditure per capita
Halton Hills	33,268 (1975) 33,792 (1976)	173,201	50,292	5.2	\$ 4.48
Dundas	19,315 (1975) 19,212 (1976)	224,243	47,036	11.6	\$14.04
Milton	18,431 (1975) 20,508 (1976)	90,836	24,264	4.9	\$ 7.70

*Figures are based on 1975 data reported in Ontario Library Review December 1976. Population figures for 1976 were supplied by South Central Regional Library System.

family in these communities tends to be lower than for many of the larger systems. There are also comparatively few university-educated heads of family in this population. Like most of the other communities in the South Central Region, these families are overwhelmingly English-speaking.

The group of small libraries is the only one in which a number of the respondents from the public are not parents. As Table 15 shows, half of the public here are parents. Approximately one-quarter of them have preschool children. Like the respondents in all of the other libraries, they are frequent library users.

Table 16 illustrates the characteristics of librarians in small libraries. The most striking difference between librarians in these libraries and those in larger systems, is that almost all of them report that they work with both adults and children. A large majority of these librarians do not report that they belong to any professional association. Most of them, however, have attended at least one conference or workshop during the past three years.

The final set of data on this group of libraries, Table 17, shows that there is a considerable difference in the per capita expenditure for these libraries and also in the circulation per capita. The number of volumes held in each library varies more than the population, so that Paris has a collection of over twenty thousand, while Burford, with almost as large a population has fewer than nine thousand volumes. The difference in the size of the collections may account to some extent for the differences in the per capita circulation figures.

TABLE 14
DEMOGRAPHIC INFORMATION ABOUT SMALL PUBLIC LIBRARIES

OAKLAND

Population 1976 1971
 1,336 1,395

Average income of
head of family \$6,423

		Less than grade 8	Grades 8-10	Grades 11-12	Grade 13	Some univ or more
Education of head of Household (N= 340)	%	17.6	64.7	14.7	2.9	1.8
Language most often spoken at home (N= 340)	%	English		French	Other	
		98.5		1.5	1.5	
Proportion of pop. who are children (1971 figures)	%	Ages 0-4		Ages 5-9	Ages 10-14	
		7.5		11.1	11.8	

SIX NATIONS

Population 1976 1971
 3,853 3,975

Average income of
head of family \$4,692

		Less than grade 8	Grades 8-10	Grades 11-12	Grade 13	Some univ or more
Education of head of Household (N= 780)	%	28.2	58.3	8.9	2.6	2.6
Language most often spoken at home (N=780)	%	English		French	Other	
		96.8		-	-	
Proportion of pop. who are children (1971 figures)	%	Ages 0-4		Ages 5-9	Ages 10-14	
		10.9		16.4	14.9	

TABLE 14 - Continued
DEMOGRAPHIC INFORMATION ABOUT SMALL PUBLIC LIBRARIES

SOUTH DUMFRIES

	1976	1971
Population	4,016	3,960

Average income of head of family \$6,738

Education of head of Household (N= 980)	%	Less than grade 8	Grades 8-10	Grades 11-12	Grade 13	Some univ or more
		11.2	51.0	21.9	9.2	7.6

Language most often spoken at home (N= 980)	%	English	French	Other
		97.4	2.5	.1

Proportion of pop. who are children (1971 figures)	Ages 0-4	Ages 5-9	Ages 10-14
	1.2	11.3	11.5

PARIS

	1976	1971
Population	6,713	6,485

Average income of head of family \$7,094

Education of head of Household (N= 1,660)	%	Less than grade 8	Grades 8-10	Grades 11-12	Grade 13	Some univ or more
		8.4	54.9	23.7	8.4	4.5
Language most often spoken at home (N= 1,660)	%	English		French	Other	
		97.6		3.0	nil	
Proportion of pop. who are children (1971 figures)	%	Ages 0-4		Ages 5-9	Ages 10-14	
		7.8		9.9	9.3	

TABLE 14 - Continued
DEMOGRAPHIC INFORMATION ABOUT SMALL PUBLIC LIBRARIES

BURFORD						
	1976	1971				
Population	5,749	5,799				
Average income of head of family \$7,266						
Education of head of Household (N= 1,480)	%	Less than grade 8	Grades 8-10	Grades 11-12	Grade 13	Some univ or more
		16.2	56.7	17.5	4.3	5.4
Language most often spoken at home (N= 1,480)	%	English		French	Other	
		96.6		2.4	.7	
Proportion of pop. who are children (1971 figures)	%	Ages 0-4		Ages 5-9	Ages 10-14	
		9.1		10.9	10.3	

TABLE 15
CHARACTERISTICS OF PUBLIC RESPONDENTS IN SMALL LIBRARIES

% of public who are parents (N=42)	% of public with children under 2	Children 2-5	Children 6-9	Children 10-14	Children 14+
50	9.5	26.2	26.2	9.5	7.1
% of public who borrow materials for adults (N=25)		Occasionally 40.0		On most visits 52.0	
Frequency of visits to library (N=43)		Once a week 55.8		Every 2/3 weeks 32.6	Less often 11.6
Distance from library (N=43)		Within walking distance 58.1		Less than 5 miles 23.3	More than 5 miles 18.6

TABLE 16
CHARACTERISTICS OF LIBRARIANS IN SMALL LIBRARIES

Principal clientele (N=13)		Adults		Children		Both	
		7.7		nil		92.3	
Years in library work (N=12)	%	Less than 2		2-5	6-10	10+	
		8.3		25.0	33.3	33.3	
Years in present job (N=12)	%	Less than 2		2-5	6-10	10+	
		16.7		25.0	33.3	25.0	
Professional memberships (N=12)	%	None Reported		One	Two	3 or more	
		83.3		8.3	8.3	nil	
Conferences attended during last three years (N=12)	%	None	One	Two	Three	Four	Five+
		33.3	8.3	8.3	8.3	8.3	33.3

TABLE 17
POPULATION SERVED, CIRCULATION, SIZE AND
EXPENDITURE OF SMALL LIBRARIES*

Library system	Population served	Circulation	Volumes held	Circ. per capita	Expenditure per capita
South Dumfries	(1975) 3,974 (1976)	32,796	6,700	8.2	\$5.19
Paris	6,364 (1975) 6,691 (1976)	98,817	21,031	15.5	\$7.49
Burford	5,691 (1975) 5,747 (1976)	19,715	8,713	3.5	\$2.29
Six Nations	5,806 (1975) 5,384 (1976)	4,162	3,788	0.8	\$7.66
Oakland	1,322 (1975) 1,291 (1976)	15,222	2,118	11.5	\$5.18

*Figures are based on 1975 data supplied by the Provincial Library Service. Population figures for 1976 were supplied by South Central Regional Library System.

3

LIBRARY MATERIALS— PROVISION AND IMPORTANCE

Overview of Library Materials

Items on the questionnaire concerned a variety of materials which might be supplied by children's departments of public libraries. These individual items included four particular types of materials--Canadian materials, non-book materials, non-English language materials, and marginal, popular materials. Responses of librarians, the public, and school personnel from libraries of different sizes to the series of questions within each category were combined to give a score on the provision and importance of materials in each area. This chapter describes those responses.

Providing Canadian materials for children is considered very important by most of the librarians who answered the questionnaire. The public respondents tend to rate the importance of Canadian materials somewhat lower than librarians do. In the larger libraries, librarians seem to believe that they are supplying adequate amounts of Canadian resources, but the public respondents do not judge the Canadian materials to be as well provided as librarians think they are. Since Canadian books and periodicals can easily be missed if they are not labelled or displayed in some way, it may be that more attention should be paid to publicizing the Canadian content in libraries. At the same time, librarians who are committed to building a Canadian collection, ought to make an effort to arouse the interest of library

users in this material, possibly through programs for parents and children and through publicity in local newspapers.

Non-print materials are not viewed as being liberally provided by any of the groups of respondents. While records are generally available, filmstrips, cassettes and filmstrip viewers are not. These non-print materials are not considered as important as print materials by any of the respondent groups. The public, however, does tend to view these materials as more important than librarians consider them to be. The school personnel also rank these materials high in importance, a fact which is likely to indicate an increasing demand for them among children who will grow accustomed to non-print materials in school.

Because of the considerable importance attached to non-print materials by library users, an increasing provision would seem an appropriate long-range goal for libraries. Since many librarians do not attach much importance to the provision of cassettes or filmstrips, these materials are apt to be slighted in collection development, especially in a time of budgetary constraints. It is not realistic to suppose that libraries can increase their non-print collections quickly, but unless plans are made to gradually build up this area over the next few years, the libraries will be even less likely to satisfy a growing public interest in this area.

The librarians and public tend to have different views also of how well French language and ethnic materials are provided in libraries. Both public and librarian respondents tend to rank this material as important, but the public thinks it less well provided than librarians do. Since, as we have seen in Chapter 2, the great majority of the population of the South Central Region is English-speaking, the kind of materials that the public wants for children is probably French material that would help children learn

the language.

Librarians need to investigate whether the French language material which is available is suitable for their clientele, and whether library users know how much material is available even though it may not be in an individual branch or library. Developing larger collections in this area is expensive, but it may be useful as a long range goal for many libraries. This is one area in which travelling collections, shared throughout the region, might be useful, especially for small libraries.

The category of marginal, popular materials, which includes such items as comic books, popular series books, books based on television series, games and toys, provoked a wide range of responses from both public and librarians. Almost half of the respondents indicate that they do not think that comic books are appropriate for libraries, and toys and games for home use are considered inappropriate by about a third of all respondents. Neither the public who responded to this survey nor the librarians thought that this type of material as a whole was important for libraries. Part of this response may be explained by the fact that many people do not have material of this kind available in their library and therefore do not possess a basis for judging whether or not they would like it if it were provided. However, since all of the other categories of materials were considered of greater importance, there does not seem much basis for libraries to expand collections of marginal, popular material. Assigning any considerable proportion of the budget to increasing this kind of material might well be deferred until the immediate demand for more non-print materials, French and ethnic materials and Canadian materials has been more fully met.

The rest of this chapter gives greater details and tables showing the attitudes of groups in libraries of different size to materials.

Canadian Materials

The scores on attitudes toward Canadian materials were based on responses to three questions which asked to what extent the library provides Canadian stories for children, Canadian non-fiction materials, and Canadian magazines. There was comparatively little difference in responses to the three items, although Canadian magazines appear somewhat less prominently in the collections and are considered somewhat less important than Canadian books. Tables C-1 in Appendix C gives figures for the individual items.

Table 18 shows attitudes toward the provision of Canadian materials by the public, librarians, and school personnel in libraries of various sizes. In all but the small libraries, the percentage of librarians who judge the provision of Canadian materials to be very good is about twice as high as the percentage of the public who agree. This finding suggests that librarians who are providing high levels of Canadian materials need to call the attention of library users to this fact.

Putting Canadian books on the shelf may not be enough to make the public aware that these books are available. Calling attention to Canadian materials through displays, book lists, or labels, might be helpful in publicizing the extent to which Canadian resources are in the libraries.

When it comes to ranking the importance of Canadian materials in the library, librarians tend to regard them as more important than the public does. The only exception to this is the medium libraries where the view of importance is almost identical for the two groups. Librarians, on the whole, are deeply committed to providing Canadian materials, and, as shown by the responses to this item, they are very much aware of the amount of material available. Because the average library user who responded to this survey is not as committed to the importance of Canadian materials, he or she may not notice the amount of

TABLE 18

ATTITUDE OF RESPONDENT GROUPS TO CANADIAN MATERIALS

	Percentage of respondents who think service moderately or very well provided		Percentage of respondents who think service of moderate or great importance	
	Moderately well provided	Very well provided	Moderately important	Very important
<u>Largest libraries</u>				
Public	28.0%	26.8% (N=82)	53.6%	40.6% (N=69)
Librarians	38.0	48.0 (N=50)	38.3	59.6 (N=47)
Schools	22.9	38.6 (N=70)	50.8	46.0 (N=63)
<u>Large libraries</u>				
Public	32.8	22.4 (N=58)	64.7	27.5 (N=51)
Librarians	38.5	53.8 (N=26)	29.2	70.8 (N=24)
Schools	26.0	36.0 (N=50)	45.5	54.5 (N=44)
<u>Medium libraries</u>				
Public	40.5	6.8 (N=74)	50.9	45.5 (N=55)
Librarians	73.3	20.0 (N=15)	57.1	42.9 (N=14)
Schools	54.5	9.1 (N=11)	60.0	40.0 (N=10)
<u>Small libraries*</u>				
Public	41.9	27.9 (N=43)	67.6	23.5 (N=34)
Librarians	46.2	30.8 (N=13)	50.0	41.7 (N=12)

*Schools omitted because of small number of respondents

material now available and may therefore underestimate it. Both of these results call attention to the importance of educating the library user to the availability of Canadian materials and the reasons for developing this area of the collection.

The school respondents tend to fall between the other two groups both in their perception of the materials provided and in their view of the importance of such materials. They seem to be more aware of the provision of Canadian materials than the general public, and more committed to the provision, but are neither as aware nor as committed as the librarians.

Non-print Materials

The individual items which make up the non-print component of the questionnaire consist of questions about the availability and importance of games for children to play with in the library, cassettes of popular music, records of popular and classical music and poetry, filmstrips, filmstrip viewers, cassette players for library use and for borrowing, and allowing children to borrow records. Not all of these materials are available in many libraries. The one most liberally provided is popular records, with classical music and poetry close behind. The provision of filmstrip viewers and cassette players either for library use or for borrowing is the least available of the various non-print services.

A similar pattern emerges when we look at the ranking of importance of the individual items within this category. The provision of records of all kinds, and allowing children to borrow records are considered most important. The provision of filmstrips and viewers are next in importance, and the provision of games, cassettes and cassette players for borrowing were the least important. Table C-2 in Appendix C shows the frequencies for the individual items of the non-print component.

Table 19 shows the attitude of the various groups toward the provision of non-print materials. Almost none of the respondents in any of the libraries thought that these materials were very well provided. Indeed only a small minority thought that they were even moderately well provided. Both librarians and the public seem to agree on the amount of this provision, but the school personnel consistently rate the provision of such materials higher than either of the other two groups.

When asked how important the provision of these non-print materials and services are, the groups again agreed that they are not of the highest importance, but there is considerable difference in the percentages of respondents who rate them as moderate rather than of low importance. In the largest libraries, only 15.2 percent of the librarians rated these services of moderate or high importance, while 46.9 percent of the public ranked them this high. This significant difference between the two groups seems to indicate that more non-print materials should be supplied in accordance with the judgment of the public that these services are of considerable importance. Both the public and librarians agree that at the present time such services are not provided to even a moderate extent.

In the large libraries, the ranking of non-print materials by librarians and public is the reverse of what is found in other libraries. Almost 60 percent of the librarians consider non-print materials to be of at least moderate importance, while only 40 percent of the public ranks them as of moderate or great importance. In this group of libraries, the librarians would seem to be committed to the provision of such materials, but only 15.4 percent of them believe that such materials are even moderately well provided, and only 6.9 percent of the public rank them as moderate or well provided. For these libraries it would appear that a greater emphasis on non-print materials would be appropriate to conform with the value placed on them by both public and librarians.

TABLE 19
ATTITUDE OF RESPONDENT GROUPS TO NON-PRINT MATERIALS

	Percentage of respondents who think service moderately or very well provided		Percentage of respondents who think service of moderate or great importance	
	Moderately well provided	Very well provided	Moderately important	Very important
<u>Largest libraries</u>				
Public	4.9%	n11%(N=82)	44.9%	2.0%(N=49)
Librarians	6.0	n11 (N=50)	15.2	n11 (N=50)
Schools	18.6	7.1 (N=70)	54.2	3.4 (N=59)
<u>Large libraries</u>				
Public	5.2	1.7 (N=58)	37.1	2.9 (N=35)
Librarians	15.4	n11 (N=26)	59.1	n11 (N=22)
Schools	24.0	n11 (N=50)	53.5	2.3 (N=43)
<u>Medium libraries</u>				
Public	5.4	2.7 (N=74)	63.2	2.6 (N=38)
Librarians	6.7	n11 (N=15)	46.2	7.7 (N=13)
Schools	18.2	n11 (N=11)	66.7	n11 (N= 9)
<u>Small libraries*</u>				
Public	9.3	2.3 (N=43)	40.7	n11 (N=27)
Librarians	7.7	n11 (N=13)	9.1	n11 (N=11)

*Schools omitted because of small number of respondents

In medium and small libraries, the public rank non-print materials of greater importance than the librarians do, and again there is agreement that these materials and services are not at present well provided. Again, it seems apparent that a move toward provision of more non-print materials would improve the satisfaction of current library users.

In their ranking of the importance of non-print materials and services in the library, the school personnel from library systems of all sizes consistently rank these services as of greater importance than do the public or the librarians. Since the principals, teacher-librarians, and nursery school teachers included in this sample are dealing with the children whom librarians hope to attract as library users, their ranking of services is important. Teachers' emphasis on non-print materials may well affect the children in school and their view of what the library should provide. This surely is another indication of the need for greater provision of non-print materials in all of the libraries included in this survey.

Non-English Language Materials

The measure of interest in non-English language materials was made up of items concerning the provision of French language books for school age children, French language books for preschoolers, books in other languages, and "materials about ethnic heritage of groups in the community". This last item need not be material in a language other than English, but it is closely related to the provision of materials in different languages. There was not a great deal of difference in the ranking of the provision of these various items, although the ethnic material was rated highest, and French language material for preschoolers the lowest, with almost half of the respondents saying that it was not available. When asked about the importance of such materials, the rankings did not differ greatly and the relative standings were the same as in the provision of materials, with ethnic highest and

French for preschoolers the lowest. The frequencies for individual items are given in Table C-3 in Appendix C.

Table 20 shows the attitude of respondents towards the provision of materials in languages other than English and of ethnic materials. As with Canadian materials, the most striking difference shown in Table 20 is that between the public and the librarians' perceptions of the extent to which language material is currently provided. The percentage of librarians who believe that such material is moderately or very well provided is almost three times as high as the percentage of the public who perceive it to be so provided. Only in the group of small libraries do the perceptions of public and librarians come closer together and even here there are twice as many librarians as there are members of the public who believe that language material is well provided. Such a sharp difference in the view of the public and the library clearly indicates that either the public is unaware of the language material that is available or that their standards of what constitutes good provision are different from those of librarians. Unlike Canadian materials, which are almost undistinguishable from other English language materials to the average reader unless specially marked, non-English language material can be readily distinguished from other material. The fact that librarians consider French language material well provided, while the public thinks it is not, is most likely explained by a difference in standards. A librarian might consider, for example, that twenty French picture books means provision is "just right" while a parent might consider this "slight provision". Another possible explanation of the discrepancy is that the librarians know that non-English language material is readily available from outside the individual library or branch and therefore rate it as well provided, while many members of the public do not know about the availability of this material. Whatever the reason for the difference in the perception of librarians and the

TABLE 20
ATTITUDE OF RESPONDENTS TO NON-ENGLISH
LANGUAGE MATERIALS

	Percentage of respondents who think service moderately or very well provided		Percentage of respondents who think service of moderate or great importance	
	Moderately well provided	Very well provided	Moderately important	Very important
<u>Largest libraries</u>				
Public	17.1%	6.1% (N=82)	68.2%	13.6% (N=66)
Librarians	54.0	10.0 (N=50)	80.4	6.5 (N=46)
Schools	20.0	2.9 (N=70)	50.8	6.2 (N=65)
<u>Large libraries</u>				
Public	22.4	n11 (N=58)	59.1	15.9 (N=49)
Librarians	69.2	11.5 (N=26)	65.4	19.2 (N=26)
Schools	32.0	2.0 (N=50)	52.3	9.1 (N=44)
<u>Medium libraries</u>				
Public	9.5	6.8 (N=74)	62.0	10.0 (N=50)
Librarians	40.0	n11 (N=15)	57.1	21.4 (N=14)
Schools	18.2	n11 (N=11)	66.7	22.2 (N= 9)
<u>Small libraries*</u>				
Public	25.6	9.3 (N=43)	64.7	14.7 (N=34)
Librarians	38.5	15.4 (N=13)	38.5	7.7 (N=13)

*Schools omitted because of small number of respondents

public, it is clear that more work needs to be done in publicizing the availability of non-English materials which are available and in obtaining more if the use warrants it.

On the question of how important language materials are, differences between the librarians and the public are much slighter. In the largest libraries, more than 80 percent of both public and librarians rate these materials as either moderately or very important. In large and medium sized libraries, librarians rate them somewhat more important than the public does, but the responses do not differ greatly. Only in the smaller libraries do the librarians fall far below the public in their estimate of the importance of non-English materials in the library. It may be that the librarians in small libraries are particularly aware of the difficulty of providing such materials within their budgets and tend to rank it of low importance in their libraries.

Since both librarians and the public agree that non-English language materials are quite important in their collections, the major emphasis in this area should be in publicizing the material that is available and finding out what it is that members of the public are seeking.

The school personnel tend to fall somewhat between the public and the librarians in their view of how well non-English language material is provided. Those representatives of schools served by libraries in the largest or large category rate the service as less important than either the public or the librarians. It is possible that they think of this material as being essentially of a curricular nature and therefore most appropriately provided by schools rather than by the public library.

Marginal, Popular Materials

The category "marginal, popular materials" is a catch-all title for a variety of materials and services which have been introduced in some libraries

but which not all librarians would agree are appropriate. The individual items are comic books, popular books such as the Hardy Boy or Nancy Drew series, books based on popular television series, games for home use, toys for preschool children, and sex education books provided on open shelves for children's borrowing. The individual components of this category are provided in widely differing amounts. Sex education books for children and popular series books are the most frequently provided, with television-based books next most common. Toys and games are least likely to be provided in libraries--more than 60 percent of the respondents indicated that these are not available in their libraries.

An almost equally wide range of opinions was found in the ranking of the importance of these services. Almost half the respondents indicated that comic books were not appropriate library materials, and almost 35 percent said the same about toys and games for home use. The sex education books for children and the popular series books, on the other hand, were considered to be important services by almost half of the respondents. The frequencies for these items are shown in Table C-4 in Appendix C.

When we look at Table 21 which shows the attitudes on marginal, popular materials and services, we can immediately see that almost no respondents believe that these are very well provided, and for the most part, a minority believe that they are even moderately well provided. As with many other categories, the librarians consistently rate the provision as being higher than it is viewed by members of the public. In fact, in all except the group of small libraries, the percentage of librarians who believe these services are moderately or very well provided is two or three times greater than the percentage of the public who believe the same. Once again, the public is either ill-informed about the availability of these resources, or else they are judging them on a different basis than the librarians are.

TABLE 21

ATTITUDE OF RESPONDENTS TO MARGINAL, POPULAR MATERIALS

	Percentage of respondents who think service moderately or very well provided		Percentage of respondents who think service of moderate or great importance	
	Moderately well provided	Very well provided	Moderately important	Very important
<u>Largest libraries</u>				
Public	12.2%	1.2% (N=82)	38.3%	1.7% (N=60)
Librarians	50.0	8.0 (N=50)	33.3	nil (N=45)
Schools	22.9	2.9 (N=70)	31.1	nil (N=61)
<u>Large libraries</u>				
Public	6.9	nil (N=58)	17.5	nil (N=40)
Librarians	23.1	7.7 (N=26)	20.8	nil (N=24)
Schools	10.0	nil (N=50)	26.8	nil (N=41)
<u>Medium libraries</u>				
Public	8.1	1.4 (N=74)	43.5	6.5 (N=46)
Librarians	20.0	nil (N=15)	28.6	nil (N=14)
Schools	nil	nil (N=11)	44.4	nil (N=9)
<u>Small libraries*</u>				
Public	34.9	7.0 (N=43)	37.5	nil (N=32)
Librarians	38.5	nil (N=13)	23.1	nil (N=13)

*Schools omitted because of small number of respondents

An analysis of the rating of importance given to these materials shows that few respondents consider them very important and only a minority consider them even moderately important. In the largest libraries slightly more than a third of the public and exactly one-third of the librarians consider this category of moderate importance. The figures drop slightly lower for the large libraries where just about one respondent in five from the public and librarian groups rates these services of moderate importance. The proportion of people who rank marginal, popular materials and services as moderately important increases somewhat in the medium and small sized libraries, but the percentage never goes above 50 percent. As has frequently been the case, the school personnel fall roughly within the same grouping as the public and the librarians.

Because these services are not considered to be of great importance by the majority of the respondents, they would seem to deserve low priority in planning future services. Since the public seems unaware of some of the materials and services that are already being offered, greater publicity for these would be useful. But since the majority of respondents believe these services to be inappropriate or of little importance, no major budget commitments seem appropriate.

Because the questionnaires answered by the public were distributed in libraries, the respondents are of necessity already library users. Their attitudes toward the services provided by libraries do not necessarily reflect the non-users of the community, and it is for these non-users that many of the marginal, popular materials are provided. Nonetheless, it seems apparent that many of these library users are not aware of popular materials that are provided, and it seems much less likely that current non-users could be made aware of them without a massive publicity effort. Unless a library is able and willing to devote time and money to such an effort, these materials seem unlikely to have

much impact on the community.

Another important fact to remember about the public response is that our respondents are almost all adults. The returns shown here reflect the attitude of parents toward what materials and services are appropriate and important for children. Librarians may wish to provide marginal materials which are likely to be popular with children even though adults deem them to be unimportant or inappropriate. It is important to be aware of parental attitudes toward this material since future support of the library is likely to depend greatly on parental views of the value of its material and services. Libraries which are supplying marginal material which they consider important enough to add to the collection might consider trying to communicate to parents and school personnel the reasons why such material is considered useful in the collection.

4

LIBRARY SERVICES — PROVISION AND IMPORTANCE

Overview of Library Services

The questionnaire asked for information on the provision and importance of a wide variety of possible library services to children. These were grouped into five general types of service--traditional, preschool, school-related, access to materials outside the children's department, and services relating to the social function of the library. This chapter gives the ranking of the present provision of each of these types of service and the importance of each as given by librarians, the public, and school personnel, in libraries of different size.

Despite the attention given to innovative library programs in recent years, the traditional goals of providing children's literature, giving story hours, and helping parents and children to choose books were ranked among the most important, by librarians and public alike in libraries of all sizes. Most librarians believe that these services are very important and that they are well provided. Unfortunately, the public is not as well satisfied that the traditional services are provided adequately. More attention needs to be paid to making the public aware that assistance is available for book selection and for helping parents to find material on child development and sex education.

Even though librarians know that help is available for the asking, many library users do not.

The area of services to preschool children include both traditional and innovative services aimed at this group. A large proportion of the public who responded to this survey are the parents of preschool children, and they displayed a lively interest in this type of service. Like the librarians, they tended to rank the provision of picture books and story programs as the most important services in this area, but many of them also feel that learning experiences for young preschoolers, French materials for preschoolers, and the provision of toys are important in the library.

Both elementary and nursery school personnel consider preschool library services important. They agree that the traditional services are of greatest importance, but the nursery school teachers in particular are also interested in French language materials and the provision of toys for preschoolers.

Librarians tend to rank the provision of picture books as the most important of all preschool services, but the public respondents did not rank them any higher than the story programs. Throughout this area, the public tends to place greater importance on the provision of programming than on materials, while librarians stress the importance of materials. The provision of toys for preschool children ranks lowest on the list in this area for both groups.

A disturbing finding about preschool services is that the librarians consistently view them as provided more extensively than the public does. While the figures vary somewhat in libraries of different size, the overall pattern is the same. All groups--librarians, public, and school personnel--believe that preschool services are important, so a greater allocation of time and budget to these services would appear to be a useful way to increase

satisfaction with library services.

The question about school-related services for children reveal that only in the largest libraries do the public respondents believe that the services are well provided. Once again, librarians consistently view the services as more adequately provided than the public does. This problem is particularly acute in libraries of medium size. Since both the public and librarians agree that these services are important, there is a need to investigate why the public does not believe that the services are well provided. There may be a need for more materials to serve school-related needs, or it may be that a greater effort to help the public to find materials which are currently available would be sufficient. Unless an individual library decides that it does not intend to serve school-related needs, it is important for librarians to have a realistic idea of how well it is doing the job.

Another area of service included in the questionnaire was that of access to materials not currently on the shelf or in another department, branch, or library. Here again, librarians tend to believe that services are better provided than the public does. Librarians obviously know whether or not children are permitted to reserve books or to request them from another library, but if the public does not know that these services are available, access to materials is limited. The problem here appears to be one of publicizing services so that every library user knows that the shelf is only the first place to look for material. A more aggressive approach to service may be necessary to make the public aware of the various ways that may be used to obtain material. At the present time, it is only in the small libraries that librarians and public seem to agree about access services. Since expanding services in this area would not mean a large expenditure of money, it would appear to be a useful thing for most libraries to do.

Services dealing with the social aspects of libraries such as providing meeting rooms for non-library groups, programs for parents and children, and providing a place for children to meet with their friends and to learn crafts are not services which are widely available. They are not considered very important by most librarians, but are ranked substantially higher by the public. An increase in the provision of these services would probably be a good public relations effort for many libraries, if this increase could be accomplished without lowering the provision of other services.

The rest of this chapter gives in greater detail the findings related to the five areas of service.

Traditional Services

The traditional services component of the study was composed of ten individual items:

- providing information about hobbies
- providing magazines about hobbies
- providing picture books for preschoolers
- developing a love of reading
- providing story hour programs for preschoolers
- providing guidance in selecting books
- providing the classics of children's literature
- providing materials for parents on child development
- providing sex education materials for parents to use with children
- helping parents to choose books for their children

There was a not a great deal of difference in the responses to these individual items. Providing sex education materials for parents was judged to be at a somewhat lower level than the other services, but all ranked high. The same held true for judgments about the importance of these services where all of them were ranked high and almost equally, with the exception of the

provision of sex education material for parents which was somewhat lower than the others. Table C-5 in Appendix C gives the frequencies for the individual items of the traditional services component.

When we look at Table 22 we see that the provision of traditional services in libraries is ranked quite high by most groups, but that librarians consistently rank them as provided more extensively than the public believes them to be. In libraries of all sizes, a minority of the public respondents believe these services to be moderately or very well provided, while approximately three-quarters of the librarians believe them to be provided at this level. This difference is difficult to explain except in terms of differing expectations. The materials and services considered under the heading of traditional services are things which would be noticed easily by most library users--picture books, story hours, reading guidance, etc. It may be that some members of the public are not aware that reading guidance and similar services are available because they have never sought them out. Librarians would tend to rank them high because they know the kind and amount of information and guidance that they give to parents about books for children, but the number of parents who know enough to ask for such help may be comparatively low.

When it comes to ranking the importance of these traditional services, more than 90 percent of all respondents believe that they are of moderate or great importance, but more librarians than members of the public rank them as of great importance. This area seems to be the one with which the librarians themselves are the most satisfied. Most of them believe that the services in this group are very important and most of them believe that they are providing the services very satisfactorily. Even though the public does not perceive them as being quite so well provided, this is probably not an area which needs much change in emphasis.

TABLE 22

ATTITUDE OF RESPONDENTS TO TRADITIONAL SERVICES

	Percentage of respondents who think service moderately or very well provided		Percentage of respondents who think service of moderate or great importance	
	Moderately well provided	Very well provided	Moderately important	Very important
<u>Largest libraries</u>				
Public	19.5%	25.6% (N=82)	55.7%	44.3% (N=61)
Librarians	16.0	62.0 (N=50)	26.7	71.1 (N=45)
Schools	30.0	18.6 (N=70)	44.3	39.3 (N=61)
<u>Large libraries</u>				
Public	20.7	19.0 (N=58)	66.7	31.1 (N=45)
Librarians	11.5	61.5 (N=26)	36.0	64.0 (N=25)
Schools	16.0	42.0 (N=50)	42.9	50.0 (N=42)
<u>Medium libraries</u>				
Public	24.3	13.5 (N=74)	37.5	62.5 (N=48)
Librarians	66.7	20.0 (N=15)	42.9	57.1 (N=14)
Schools	18.2	9.1 (N=11)	50.0	50.0 (N= 8)
<u>Small libraries*</u>				
Public	25.6	32.6 (N=43)	61.3	38.7 (N=31)
Librarians	nil	76.9 (N=13)	33.3	66.7 (N=12)

*Schools omitted because of small number of respondents

Services to Preschool Children

The area of services to preschool children included two items--the provision of picture books, and story hour programs-- also included under traditional services . In addition, three other less common services--the provision of toys, learning experiences for children under three, and French language books for preschoolers--also fell in this category. When we look at the respondents' answers in this area in particular, we must keep in mind that a large proportion of the public respondents were parents of preschool children. (See Chapter 2.)

The ranking of the provision of services in this preschool area is not of great importance. We know that most libraries provide the picture books and story hours, while few provide the other services to any large extent. Both picture books and story hours are rated as well provided by the public and librarians, although the librarians are significantly more likely to rate the provision of story programs as "just right" than the public is.

The major interest in the preschool area is to determine which of the preschool services are considered important by the various respondent groups. Table C-6 in Appendix C shows that picture books and story hour programs are ranked as very important by the total group of respondents, with a majority describing them as essential. The provision of toys, French materials for preschoolers and learning experiences for under-threes are ranked as essential by only a small proportion of the respondents. More than a third of the respondents however do rank learning experiences and French for preschoolers as important. Toys for preschool children was the service in this area which was judged least important and was ranked as inappropriate by 61 percent of the respondents.

Because preschool services might be ranked differently by school personnel in elementary schools and those in nursery schools, these two groups were broken down for the preschool items. Table 23 shows the percentage of respondents in these categories who ranked the preschool items as important or essential services. Story programs and the provision of picture books, both traditional library services, were rated as very important by the two groups of teachers. Learning experiences for under-three's ranked lower with both groups, although nursery school teachers were more likely to consider them important. Significant differences occurred in the items of toys and French materials for preschoolers, with nursery school teachers much more likely to consider these services important.

It is useful for librarians to know that the nursery school teachers strongly support preschool services in the public libraries. While many of these teachers already rely on the library for supplies of books and for programs, there seems to be room for further expansion of services to nursery schools. Most nursery schools are not able to have extensive libraries of their own, but teachers and directors recognize the importance of services which can be provided through a library.

Another breakdown of the items in preschool service is given in Table 24 which shows the ranking of these items by the public and librarians. There is almost no difference between the public and librarians in their assessment of the importance of story programs, with the majority of respondents in both groups rating them as essential. Learning experiences for children under three are ranked considerably less important, but the public is apt to rank them higher than librarians do. The same is true of toys for preschoolers, although only about a third of all respondents consider these either important or essential.

TABLE 23

ELEMENTARY AND NURSERY SCHOOLS ON IMPORTANCE
OF PRESCHOOL SERVICES

	Elementary		Nursery	
	Important	Essential	Important	Essential
Story programs for pre-schoolers	37.9%	37.9% (N=116)	45.5%	50.0% (N=22)
Learning experiences for under 3's	32.7	11.5 (N=113)	54.5	18.2 (N=22)
Toys for pre-schoolers	13.8	0.9 (N=116)	34.8	8.7 (N=23)
French materials for pre-schoolers	22.0	4.6 (N=109)	43.5	21.7 (N=23)
Picture books	29.9	47.9 (N=117)	34.8	65.2 (N=23)

TABLE 24

PUBLIC AND LIBRARIANS VIEWS OF IMPORTANCE
OF PRESCHOOL SERVICES

	Public		Librarians	
	Important	Essential	Important	Essential
Story programs for pre-schoolers	43.7%	53.4% (N=247)	35.6%	60.6% (N=104)
Learning experiences for under 3's	40.9	17.8 (N=230)	34.7	10.9 (N=101)
Toys for pre-schoolers	24.3	11.9 (N=235)	23.3	6.8 (N=103)
French materials for preschoolers	39.4	12.7 (N=213)	49.0	12.7 (N=102)
Picture books	46.6	53.4 (N=249)	17.1	81.0 (N=105)

The last two items in Table 24 are ranked as more important by librarians than they are by the public. The difference is not great in French materials for preschoolers, but there is a large difference in the percentage of librarians, 81.0 percent who think picture books are essential when compared with the 53.4 percent of the public who agree. This is an important finding because it indicates that while librarians consider the picture book collection by far the most essential item of their preschool services, library users rank story hour programs as of equal importance.

When looking at Table 25 it is important to keep in mind the division between rankings of importance of various items within the category of preschool services. Table 25 allows us to see the difference between respondent groups in libraries of various sizes to the overall provision and importance of preschool services.

In libraries of all sizes, the public tends to rank the provision of services lower than the librarians do. As we have already noted, there is a sharp difference in the availability of various services under this category, but the difference in the perception of how well provided these services are can only result from a different idea of what good provision entails. In all except the small libraries, these differences are great enough to be statistically significant. If even the public who are interested enough in library services to visit the library frequently, believe that preschool services are not well provided, it appears that these services should be increased and should be highly publicized. The public respondents in our survey constitute a group who are a natural target for this kind of activity, since most of them have preschool children (see Chapter 2.)

There are fewer differences in rating the importance of preschool services. In both the largest and the large libraries, the public rank these

TABLE 25

ATTITUDE OF RESPONDENT GROUPS TO PRESCHOOL SERVICES

	Percentage of respondents who think service moderately or very well provided		Percentage of respondents who think service of moderate or great importance	
	Moderately well provided	Very well provided	Moderately important	Very important
<u>Largest libraries</u>				
Public	37.8%	4.9% (N=82)	66.7%	10.0% (N=60)
Librarians	78.0	4.0 (N=50)	81.8	6.8 (N=44)
Schools	25.7	2.9 (N=70)	59.4	1.6 (N=64)
<u>Large libraries</u>				
Public	43.1	3.4 (N=58)	51.1	13.3 (N=45)
Librarians	69.2	19.2 (N=26)	64.0	12.0 (N=25)
Schools	44.0	nil (N=50)	54.3	2.2 (N=46)
<u>Medium libraries</u>				
Public	23.0	10.8 (N=74)	76.5	15.7 (N=51)
Librarians	73.3	13.3 (N=15)	73.3	13.3 (N=15)
Schools	45.5	nil (N=11)	60.0	10.0 (N=10)
<u>Small libraries*</u>				
Public	51.2	2.3 (N=43)	71.9	nil (N=32)
Librarians	69.2	7.7 (N=13)	69.2	nil (N=13)

*Schools omitted because of small number of respondents

services as somewhat less important than librarians do. In the medium and small libraries, this situation is reversed. However, in all of the groups, the interest is high enough to justify additional emphasis on preschool services.

School-Related Services

Questions about the provision and importance of school-related services for children included items on:

- provision of encyclopaedias for use in the library
- provision of easy-to-read books
- provision of non-fiction books for school assignments
- help with children's reference questions for school assignments
- provision of magazines for school projects
- instruction for use of materials in adult library
- provision of study space for children
- provision of encyclopaedias for home use

The provision of these services was ranked in the order in which they are listed, with encyclopaedias for library use the best provided and encyclopaedias for home use the lowest. All except the lowest-ranked item were considered by a majority of respondents to be provided "just right".

There was general agreement too, on the importance of the items within this category. All of the items were considered to be of high importance, with encyclopaedias for library use and easy reading books the most important, and provision of study room and encyclopaedias for home use the least important. Table C-7 in Appendix C gives the frequencies for individual items.

When we look at the figures in Table 26 we can see that in the largest libraries satisfaction with the level of services provided is quite high among both the public and librarians. Almost one-quarter of the public returns from

TABLE 26

ATTITUDE OF RESPONDENTS TO SCHOOL-RELATED SERVICES

	Percentage of respondents who think service moderately or very well provided		Percentage of respondents who think service of moderate or great importance	
	Moderately well provided	Very well provided	Moderately important	Very important
<u>Largest libraries</u>				
Public	23.2%	23.2% (N=82)	58.1%	40.3% (N=62)
Librarians	36.0	48.0 (N=50)	46.9	51.0 (N=49)
Schools	21.4	24.3 (N=70)	65.1	34.9 (N=63)
<u>Large libraries</u>				
Public	27.6	12.1 (N=58)	71.1	26.7 (N=45)
Librarians	50.0	38.5 (N=26)	59.1	40.9 (N=22)
Schools	34.0	30.0 (N=50)	53.3	40.0 (N=45)
<u>Medium libraries</u>				
Public	28.4	6.8 (N=74)	41.9	58.1 (N=43)
Librarians	60.0	40.0 (N=15)	50.0	50.0 (N=14)
Schools	54.5	nil (N=11)	100.0	nil (N=10)
<u>Small libraries*</u>				
Public	16.3	34.9 (N=43)	62.9	37.1 (N=35)
Librarians **	15.4	30.8 (N=13)	25.0	75.0 (N= 7)

*Schools omitted because of small number of respondents

**30% of public and 53.8% of librarians gave excess rating

the largest libraries indicated that these school-related services are very well provided. Even more of the librarians, almost half of them, agreed with this estimate. The percentage of school personnel who think these services are very well provided by the largest libraries is almost 25 percent.

In the group of large libraries, the estimate of the level of service is somewhat lower. Only 12.1 percent of the public say that the services are very well provided, while another 27.6 percent indicate that they are moderately well provided. Librarians give a brighter picture of the services with 38.5 percent listing the provision as very good.

The situation in the medium sized libraries is even more extreme. Only 6.8 percent of the public think that the school-related services are very well provided, while 40 percent of librarians think they are. In fact, all of the librarians rate these services as either moderately or very well provided, while only 35.2 percent of the public agree.

These sharp discrepancies in the view of the public and librarians about the provision of important services reveal what appears to be a lack of communication between libraries and the public. This can easily occur, especially with services to school children, because children frequently do not consult a librarian and leave the library assuming that the information they want is unavailable because they do not find it. Another possibility is that librarians do not know the amount of material that is needed to satisfy particular school-related demands. How many children are looking for information on the same topic at a particular time? How many circulating copies of an information book will fulfil the demand for it? To answer these questions, the librarian must study user patterns in a particular branch. Differences in the view of the public and librarians as to how well service is provided indicates that librarians do not know the extent of user needs in school-related services.

Only in the small libraries do the public and librarians agree on how well school-related services are provided, and about a third of each group believe that they are very well provided.

While the figures for public and librarians differ somewhat on the importance of school-related services, the right hand column of Table 26 shows that almost all respondents consider them of either moderate or great importance. There are no significant differences between libraries of different size. The fact that these services are so important points up the necessity of librarians investigating the reason why the public does not believe the services are well provided.

Access to Materials Outside the Library

An important part of total library services, especially in smaller libraries, is the extent to which materials are available to the user even though they may not be on the shelf or their usage may be restricted. The individual items which make up this aspect of service are:

- allowing children to reserve books
- allowing children to use the adult section of the library
- providing photocopy service for children
- allowing children to use one library card within the Region
- allowing children to request books from another library within the Region
- providing evening and Sunday hours
- allowing children to request books from a library outside the Region

As Table C-8 in Appendix C shows, there is general agreement that many of these services are provided in most libraries. Allowing children to reserve books is the one most frequently available, while allowing children to request a book from outside of the Region is the least common. In ranking the importance of these services, those that were most commonly available are considered more

important than those least available.

The figures in Table 27 show more librarians than members of the public believe that these services are moderately or very well provided. In the largest libraries, three librarians out of four think the services are moderately or well provided, while fewer than one out of three respondents among library users agree. The school personnel fall near the public in their perception of how well these are provided.

In the group of large libraries, less than one-quarter of the respondents from the public believe that these services are moderately or well provided, while two-thirds of the librarians believe they are. This overwhelming difference seems to indicate that the library's willingness and ability to locate material which is not immediately available is not known to the majority of respondents. When we consider that most of the respondents to our survey reported that they visited the library very frequently, it becomes apparent that the services cannot be highly visible. Occasional users are much less likely than frequent library users to know about most library services. Once again, school personnel rank the services only slightly higher than the public respondents do.

In the medium-sized libraries, an overwhelming 93.4 percent of the librarians believe that the services are moderately or very well provided, but less than 30 percent of the public agrees. Once again, the school personnel rate the services approximately the same as the public respondents do.

It is only when we look at the small libraries that there is a relative agreement between librarians and the public about the provision of these services. While 53.8 percent of the librarians agree that the services are moderately

TABLE 27

ATTITUDE OF RESPONDENTS TO ACCESS SERVICES

	Percentage of respondents who think service moderately or very well provided		Percentage of respondents who think service of moderate or great importance	
	Moderately well provided	Very well provided	Moderately important	Very important
<u>Largest libraries</u>				
Public	19.5%	11.0% (N=82)	70.5%	6.6% (N=61)
Librarians	48.0	30.0 (N=50)	81.4	7.0 (N=43)
Schools	18.6	14.3 (N=70)	64.3	12.5 (N=56)
<u>Large libraries</u>				
Public	13.8	8.6 (N=58)	57.9	10.5 (N=38)
Librarians	46.2	19.2 (N=26)	80.0	8.0 (N=25)
Schools	14.0	16.0 (N=50)	64.3	n11 (N=42)
<u>Medium libraries</u>				
Public	21.6	8.1 (N=74)	71.8	20.5 (N=39)
Librarians	46.7	46.7 (N=15)	69.2	23.1 (N=13)
Schools	27.3	9.1 (N=11)	70.0	n11 (N=10)
<u>Small libraries*</u>				
Public	30.2	18.6 (N=43)	78.6	n11 (N=28)
Librarians	53.8	n11 (N=13)	58.3	8.3 (N=12)

*Schools omitted because of small number of respondents

well provided, 48.8 percent of the public rank them as either moderately or well provided. It is impossible to tell whether these results reflect lower expectations of the public from small libraries, or whether librarians in the smaller libraries are more aware of the limitations of their collections and offer more help in obtaining materials. At any rate the situation is much more satisfactory than the one found in larger library systems.

The differences between librarians and the public in their estimates of the importance of access services are much less than the differences in their perception of the provision of such services. As Table 27 shows, few respondents in any category ranked these services of the highest importance. The bulk of the responses fell into the moderately important category. Since both public and librarians are close to agreement on the importance of these services, despite the differences in their rating of provision, it seems likely that the major goal in this area should be educating the public so that they know which services are available. Since many of these services are related to the provision of materials for school assignments, the information about them should be more widely disseminated within schools too, so that teachers and teacher-librarians will have a better knowledge of what kinds of materials children can reasonably be expected to obtain from the public library.

Social Aspects of Library Service

Four individual services are considered under the heading of social aspects:

providing a place where children can meet with friends

helping children to learn crafts

providing programs for parents and children to share

providing meeting rooms for children's non-library groups

These items were not reported as being provided to a large extent, although the first two in the list were more available than the last two. When asked

about the importance of these services, the ranking was somewhat different. The provision of programs for parents and children to share is ranked first in importance, even though it is not at present frequently provided. Table C-9 in Appendix C gives the frequencies for individual items.

When we look at the figures in Table 28 it becomes apparent that librarians and the public are not as far apart in their view of how well these social library services are provided, as they were in some of the other factors that we have examined. Comparatively few of the respondents in any group believe that these services are very well provided. Except for the librarians in the largest libraries, only a minority of respondents consider them either moderately or well provided. Differences between the librarians and the public are very slight except for the group of medium-sized libraries where the librarians rate the services higher than the public does. None of the differences however are great enough to warrant concern.

The situation is somewhat different when we look at the ranking of the importance of these services. Among people in the largest library systems, the public rates the services much higher than librarians do. Almost three out of four respondents from the public rank the services of moderate or great importance, while only one librarian in three rates them this high. It would appear that an increase in services of this type would be appropriate in these libraries.

Fewer responses from the public in the large library systems suggest that these social services are very important. The public's estimate of their importance is very similar to the librarian's estimate, as were the responses on the provision ranking. These results indicate that the present level of services of this nature is satisfactory.

TABLE 28

ATTITUDE OF RESPONDENTS TO SOCIALIZING FUNCTION OF LIBRARY

	Percentage of respondents who think service moderately or very well provided		Percentage of respondents who think service of moderate or great importance	
	Moderately well provided	Very well provided	Moderately important	Very important
<u>Largest libraries</u>				
Public	34.1%	8.5% (N=82)	64.7%	7.4% (N=68)
Librarians	52.0	6.0 (N=50)	34.0	n11 (N=47)
Schools	22.9	5.7 (N=70)	44.6	1.5 (N=65)
<u>Large libraries</u>				
Public	37.9	1.7 (N=58)	41.7	6.3 (N=48)
Librarians	34.6	3.8 (N=26)	52.2	n11 (N=23)
Schools	24.0	2.0 (N=50)	30.2	4.7 (N=43)
<u>Medium libraries</u>				
Public	13.5	9.5 (N=74)	79.6	8.2 (N=49)
Librarians	26.7	13.3 (N=15)	57.1	n11 (N=16)
Schools	36.4	n11 (N=11)	50.0	n11 (N=10)
<u>Small libraries*</u>				
Public	20.9	9.3 (N=43)	58.3	2.8 (N=36)
Librarians	38.5	n11 (N=13)	30.8	n11 (N=13)

*Schools omitted because of small number of respondents

In both the medium and the small libraries, the public considers that social services are of greater importance than librarians do. The differences are substantial and suggest that a greater emphasis on this type of service, especially the programs for parents and children together, would be popular in these libraries.

5

LIBRARIANS VIEW OF REGIONAL SERVICES

The attitudes of librarians toward activities of the South Central Regional Library System relating to children's services were assessed by a series of questions grouped under ten categories. These categories are: services to facilitate access to materials; assistance with funding; communication activities; outreach services; professional development; committee work; assistance with selection of materials; research and development activities; special collections; provision of professional assistance and expertise. Attitudes toward the provision of service and importance of service within each of these categories was probed by several items covering different aspects of each service.

Those services which are presently provided tend to be the ones which librarians rate as being the most important. The Region's role in facilitating access to materials is viewed as an important function by almost all librarians and as one that is well provided. Librarians working in libraries of large or medium size are especially apt to rank these services as very important.

Other areas in which librarians believe present services are both well provided and important are funding of special events and activities, sponsoring staff attendance at conferences, and providing conferences and workshops for

library staff. Librarians in institutions of all sizes consider these activities well provided at the present time and extremely important to them. The time and resources which the Regional staff is putting into making these services available seem well worthwhile and should be continued.

The communication activities sponsored by the Region such as the provision of a newsletter, advertising materials, news releases and the availability of children's resource staff are considered important services by most librarians but are not as well provided as the services mentioned above. Librarians in the smaller libraries in particular, feel that these services are not as available as others. Communication is no doubt more difficult with personnel in small, rather isolated libraries, and a special effort to reach these people seems to be indicated.

A great deal of the work of the Regional staff is carried out through committees, and here again it seems that the staff in small libraries does not believe that Regional committee work is as satisfactory as librarians in larger systems find it. The problem again may be that the smaller libraries are somewhat isolated from the committee structure. An effort to increase their representation on committees and possibly institute committees of particular concern to small libraries would be likely to increase their interest in the Region and other libraries within it. Because of distances and the small staff at some of the libraries, it is not easy to do this, but it would be an appropriate long range goal for the Region.

One of the areas in which the Region has not been particularly active, and which librarians do not seem to feel is of great importance, is the provision of outreach services. Aside from the provision of special programs which might be requested for individual libraries (the Hamilton Symphony performance, for example) there seems little interest in such services.

Research and development activities by the Region, such as the sponsoring of research studies or of pilot projects, are considered important enough to be considered an area for future growth of Regional services. The demand is not strong enough, however, to suggest that major commitments need to be made immediately.

Much the same can be said of Regional assistance with special collections such as books in foreign languages, special equipment and books for the blind. The present level of service seems to be satisfactory in relation to the importance placed on it by librarians.

A somewhat more complicated picture emerges when we look at Regional services for materials selection and for professional assistance. Many of the items which were included in these two areas are for services deemed especially appropriate for small libraries which may not have a children's librarian on the staff. Each of the items in these two areas was examined to see whether personnel working in small libraries were interested in services which were considered inappropriate in larger systems. The results indicate that the size of library makes very little difference in the attitude toward such services as professional assistance with weeding, collection evaluation for individual libraries or overseeing book selection. A fairly large proportion of people working in libraries of all sizes think that these services are inappropriate, while another fairly large group believes that they are important or essential services.

Faced with such diverse opinions, the most reasonable plan for the Regional staff seems to be to make these services available for librarians who request them. This is an area in which the amount of service available and acceptable depends a great deal on the children's coordinator and the individual

librarians with whom she can work best. Unless there is an increase in the staff available for children's services at the Regional level, professional assistance and aid in materials selection to individual libraries cannot be widely offered. Many librarians have indicated, however, that they would appreciate this help and if more staff time could be given, it is a service area likely to prove of great value to the Regional libraries.

The rest of this chapter deals with all of these areas of service in greater detail.

Regional Services to Facilitate Access to Materials

This category of service was made up of items concerning the cataloging of new library materials, the provision of courier service and its frequency, the coordination of reciprocal borrowing between libraries and inter-library loan service for children.

Librarians view the services grouped in this category as well provided. As Table 29 shows, more than 90 percent of the librarians in the libraries of different sizes, ranked these services as moderately or very well provided. Librarians in the small and medium sized libraries were most likely to rate these services as very well provided, with almost half of the answers falling into this category. One-third of the librarians in the medium sized libraries rated the services as very well provided, while only approximately one-tenth of the librarians in the two largest libraries did the same. Some adjustment of services might be considered so that these two libraries could reach the same high level of satisfaction which the smaller libraries now have.

When we look at the view which librarians have of the importance of these facilitating services, we see that they are considered of moderate or

TABLE 29

ATTITUDE OF LIBRARIANS TO REGIONAL FACILITATING ACCESS SERVICES

Size of libraries	Percentage of librarians who think service moderately or very well provided		Percentage of librarians who think service of moderate or great importance	
	Moderately well provided	Very well provided	Moderately important	Very important
Largest	84.8%	9.1%(N=33)	75.7%	10.8%(N=37)
Large	66.7	33.3 (N=21)	55.0	30.0 (N=20)
Medium	53.8	46.2 (N=13)	53.8	46.2 (N=13)
Small	45.5	45.5 (N=11)	92.3	nil (N=13)

great importance by almost 90 percent of the librarians. Those librarians who work in large or medium sized libraries are most likely to rank them of very great importance, while none of the librarians in the small libraries, and only one-tenth of those in the largest libraries consider them of more than moderate importance. Librarians in the medium and large libraries, then, agree that the services are very important and are well provided, an indication of high satisfaction. While the librarians in the largest systems find the provision of service less satisfactory, they also consider it less important. It may well be that the largest libraries do not use these services often because they have sufficient resources. The fact that the small libraries do not consider these services of high importance probably reflects the fact that these libraries are used chiefly for recreational reading and are able to fulfill the limited demands of their patrons through their own collections. If these libraries encouraged their patrons to make greater demands on the library, they might find that their need of Regional facilitating services would be increased.

Of the individual items within this category, the availability and frequency of courier service was judged very well provided by 85 percent of the librarians, and was considered to be essential by almost half of them. The item which was considered least well provided and also of lowest importance is the provision of inter-library loan service for children. Figures for the individual items are shown in Table C-10 in Appendix C.

Regional Assistance with Funding

The category of Regional assistance with funding consisted of two items: Regional funding of special events and activities of benefit to the library community, and sponsorship for staff attendance at conferences and workshops.

TABLE 30

ATTITUDE OF LIBRARIANS TOWARD REGIONAL HELP WITH FUNDING

Size of libraries	Percentage of librarians who think service moderately or very well provided		Percentage of librarians who think service of moderate or great importance	
	Moderately well provided	Very well provided	Moderately important	Very important
Largest	51.4%	35.1%(N=37)	55.8%	30.2%(N=43)
Large	60.0	35.0 (N=20)	45.0	55.0 (N=20)
Medium	76.9	23.1 (N=13)	61.5	38.5 (N=13)
Small	36.4	63.6 (N=11)	63.6	36.4 (N=11)

A glance at the figures for the individual items within this category (shown in TableC-11, Appendix C) reveals that their provision is rated almost exactly the same, with just over half of the respondents judging them to be provided "just right". The figures for ranking the importance of these two services are also very similar. Four out of five respondents think the services are important or essential.

As Table 30 shows, the majority of librarians in all libraries rated these services as being moderately or very well provided. While satisfaction is the highest among librarians in small libraries, two-thirds of whom think the services are very well provided, the levels are high enough in all libraries to assure the Regional staff that these services are satisfactory.

The ranking of these services shows that librarians consider them of high importance. More than a third of the librarians in each group of libraries consider them very important. This is a much higher percentage than any of the other categories considered in this chapter. The next highest category is the facilitating access to materials which slightly less than 20 percent of the librarians considered highly important. It is clear that the financial assistance which the Region gives for sponsoring attendance at conferences and for providing special programs is considered of such great importance that even though it is well provided at present, an increase in this area would still be appreciated by many librarians.

Regional Communication Activities

The communication activities provided by the Regional system encompassed items about provision of a Regional newsletter, advertising and publicity materials and news releases, as well as the exchange of information

TABLE 31

ATTITUDE OF LIBRARIANS TOWARD REGIONAL COMMUNICATION ACTIVITIES

Size of libraries	Percentage of librarians who think service moderately or very well provided		Percentage of librarians who think service of moderate or great importance	
	Moderately well provided	Very well provided	Moderately important	Very important
Largest	72.7%	27.3% (N=22)	75.9%	3.4% (N=29)
Large	78.6	14.3 (N=14)	83.3	5.6 (N=18)
Medium	100.0	n11 (N=11)	81.8	9.1 (N=11)
Small	66.7	n11 (N= 6)	88.9	n11 (N= 9)

with other regions about children's activities, and the accessibility to librarians of the children's resource people at Regional headquarters.

The individual items within this category show considerable difference in the ranking of provision, but much less in view of their importance. Three out of four librarians ranked the provision of a newsletter as "just right" and the provision of advertising materials and access to the children's resource staff were rated almost as high. Provision of news releases and the exchange of information with other regions was rated as being less well provided.

Librarians varied in their estimates of how well these activities are provided by the Regional system. Table 31 shows that more than a quarter of the librarians in the largest libraries believe that these services are very well provided, while less than 15 percent of the librarians in large libraries and none of those in medium or small libraries agree. The great majority of librarians believe that these services are moderately well provided. Only in the small libraries are there librarians who believe that the provision of these services is low. While these are few in number, they may indicate some difficulty in communication with individual libraries.

When asked about the importance of communication activities, 80 percent of the librarians rank them as of moderate importance, while 4.5 percent rate them as of very high importance. Unlike the figures for the provision of services, the ranking of importance shows no difference for libraries of varying sizes. This view of communication services indicates that the Regional staff is providing an adequate level of service in view of the importance given these services by most librarians. The greatest change that should be made would be to try to ensure that librarians in the small libraries

are aware of services that are available and that these services are appropriate and accessible for staff members of all libraries.

Outreach Programs

There were three items included on the questionnaire dealing with Regionally sponsored programs designed to reach potential library users and to publicize the library within a community. These three items were:

providing special programs and activities which I may request for my library (e.g. Hamilton Symphony)

providing outreach services such as dial-a-story

conducting workshops for adults in, for example, storytelling, or conducting programs for children

The provision of these services is not high at the present time. As Table C-13 in Appendix C shows, the provision of special programs is the one which most librarians view as well provided. Both the provision of special programs and the conducting of workshops is considered an important or essential service by the majority of librarians. Provision of outreach services of other kinds are viewed by a majority of librarians as either inappropriate or of low priority for the Region.

As might be expected, Table 32 shows that the ranking of importance for the overall category of outreach services falls at the moderately important level. There is very little difference between librarians in systems of various sizes. It appears that the present level of provision is satisfactory for most librarians within the Region, and no dramatic changes seem indicated.

Professional Development

Regional services considered under the heading of professional development were:

TABLE 32

ATTITUDE OF LIBRARIANS TOWARD OUTREACH SERVICES

Size of libraries	Percentage of librarians who think service moderately or very well provided		Percentage of librarians who think service of moderate or great importance	
	Moderately well provided	Very well provided	Moderately important	Very important
Largest	58.3%	nil (N=36)	46.3%	2.4% (N=41)
Large	57.1	nil (N=21)	52.4	14.3 (N=21)
Medium	53.8	7.7 (N=13)	53.8	7.7 (N=13)
Small	44.4	nil (N= 9)	45.5	nil (N=11)

sponsoring valuable conferences and workshops

providing workshops and conferences relevant to my library
job

cooperating with other regions in planning workshops and
programs

In this area the Regional staff seems to be providing highly satisfactory service to most librarians. Table C-14 in Appendix C shows that all three items have more answers under "just right" than any other response. The only item for which slightly less than a majority answered in this way is the item about cooperating with other regions. The view of the importance of each of these items is also similar, with each of them being considered either important or essential by more than 75 percent of the respondents.

As Table 33 shows, there are no significant differences between librarians working in libraries of various sizes in regard to this area. The vast majority of librarians believe that the services are moderately or very well provided, and they also believe them to be either moderately or very important. The librarians working in small libraries fall slightly below the others in their view of the importance of these services, a fact which may reflect difficulties for them in attending as many conferences as the staff of larger libraries can.

It is clear that the Regional staff's efforts in providing conferences and job workshops for librarians are greatly welcomed. This is an important area in which to maintain a high level of service.

Regional System Working Through Committees

A series of items on the questionnaire probed the attitudes of librarians toward the Regional office working with committees to achieve goals

TABLE 33

ATTITUDE OF LIBRARIANS TOWARD PROFESSIONAL DEVELOPMENT SERVICES

Size of libraries	Percentage of librarians who think service moderately or very well provided		Percentage of librarians who think service of moderate or great importance	
	Moderately well provided	Very well provided	Moderately important	Very important
Largest	51.5%	45.5% (N=33)	69.2%	23.1% (N=39)
Large	84.2	10.5 (N=19)	66.7	33.3 (N=21)
Medium	66.7	25.0 (N=12)	58.3	33.3 (N=12)
Small	66.7	22.2 (N= 9)	63.6	18.2 (N=11)

rather than initiating and planning activities independently. Among the committee activities included are working with a committee to:

- plan summer reading programs
- prepare book lists
- plan conferences
- select special types of materials
- coordinate multi-lingual services
- coordinate book selection committees
- meet regularly to discuss professional problems

As Table 34 shows, the bulk of the rankings of present levels of these services fall into the moderately well provided category. In both the largest and the large libraries, about half of the respondents rated these services as moderate. Another 15 percent rated them as very well provided, leaving between 25 and 30 percent of the librarians who ranked them as provided at a low level.

The librarians who work in medium-sized libraries were those who ranked these services highest. Exactly 90 percent of these librarians think that the committee services are moderately or very well provided.

When we look at the responses from librarians working in small libraries, we see that the level of provision is ranked quite low. Half of the librarians working in these libraries did not think these services were even moderately well provided. While the number of respondents from libraries in this group is very small, these responses at least merit an investigation to see whether people working in small libraries are cut off from the committee system now working in the Region, and whether this isolation might be overcome.

TABLE 34

ATTITUDE OF LIBRARIANS TOWARD REGIONAL WORK WITH COMMITTEES

Size of libraries	Percentage of librarians who think service moderately or very well provided		Percentage of librarians who think service of moderate or great importance	
	Moderately well provided	Very well provided	Moderately important	Very important
Largest	56.5%	17.4%(N=23)	52.0%	12.0%(N=25)
Large	53.8	15.4 (N=13)	78.6	nil (N=14)
Medium	70.0	20.0 (N=10)	54.5	18.2 (N=11)
Small	37.5	12.5 (N= 8)	60.0	nil (N=10)

The responses to questions about how important these committee activities are, show that roughly 70 percent of all librarians rank them of moderate importance. Only a little more than 10 percent of the librarians think that these activities are very important, and almost 30 percent of all librarians consider the activities unimportant. Differences between responses from different size libraries are not significant. This area of committee activity seems to be one which most librarians in the Region do not view as top priority among the tasks of the Regional library staff.

The figures for individual items within this area, shown in Table C-15 in Appendix C, indicate that the conference planning and summer reading program committees are seen as being the best provided. Book selection committees to evaluate books are listed as "not provided" by 60 percent of the librarians. When we look at the ranking of importance for this item, we see that just over half of the librarians consider it to be important or essential. It appears that while most of the committee work is provided adequately well by the Region at this time, Regional book selection committees might be welcomed by children's librarians.

Regional Assistance in Materials Selection

The category of materials selection is made up of items dealing with Regional services: assisting in book selection; preparing book lists for children; giving opportunity for librarians to examine books; provide copies of book reviews along with examination copies; and overseeing book selection.

As Table 35 shows, there are great differences between librarians in their view of how well these services are provided. While 25 percent of the librarians in the largest libraries think that they are very well provided, only 6.3 percent of the librarians in large libraries agree, and none of the librarians in smaller systems rank the provision this high.

TABLE 35

ATTITUDE OF LIBRARIANS TOWARD REGIONAL SELECTION HELP

Size of libraries	Percentage of librarians who think service moderately or very well provided		Percentage of librarians who think service of moderate or great importance	
	Moderately well provided	Very well provided	Moderately important	Very important
Largest	16.7%	25.0% (N=24)	39.3%	7.1% (N=28)
Large	50.0	6.3 (N=16)	68.4	10.5 (N=19)
Medium	50.0	n11 (N=10)	54.5	18.2 (N=11)
Small	25.0	n11 (N= 8)	55.6	n11 (N= 9)

When we look at the right-hand column of Table 35 , we see that a majority of librarians in all but the largest libraries consider these services to be of at least moderate importance. The two categories of libraries in which a fair proportion of librarians think these selection services are very important are in the large and medium libraries. Not only do more than 10 percent of the librarians here think that the services are very important, but a total of almost 75 percent in each of these groups think the services are of either moderate or high importance.

The situation in both the largest and the smallest libraries is somewhat different. A majority of librarians in the two largest systems consider these services unimportant, while almost half of the librarians in the small systems feel the same way.

Looking at the individual items with the materials selection category shows why the responses in Table 35 show an odd pattern. There is much more disagreement about the importance of some of these items than there are on most items in the questionnaire. Table C-16 in Appendix C shows, for example, that slightly more than a third of the librarians believe that Regional assistance to oversee book selection is inappropriate, while almost a third of the respondents view this function as important or essential.

An obvious question which arises is whether librarians in small libraries would welcome this kind of individual service from the Regional office while those in larger libraries with more professional assistance available within the library, would not. Table 36 shows that there is a wide range of opinions within libraries of all sizes.

Assisting in book selection, and overseeing book selection are two specific services which might be expected to be valued in small libraries but

TABLE 36

VIEWS OF LIBRARIANS OF THE IMPORTANCE OF SPECIFIC
TYPES OF REGIONAL ASSISTANCE WITH SELECTION OF MATERIAL

	Percentage of Librarians Who View Service as		
	Inappropriate	Important	Essential
Assisting in book selection			
Largest libraries	19.5 (N=41)	43.9	9.8
Large libraries	nil (N=21)	42.9	28.6
Medium libraries	14.3 (N=14)	42.9	35.7
Small libraries	23.1 (N=13)	53.8	23.1
Preparing book lists for children			
Largest libraries	9.3 (N=43)	65.1	4.7
Large libraries	nil (N=20)	60.0	20.0
Medium libraries	7.7 (N=13)	46.2	38.5
Small libraries	nil (N=11)	63.6	9.1
Providing opportunity for librarians to examine books for possible selection			
Largest libraries	7.7 (N=39)	53.8	20.5
Large libraries	nil (N=22)	63.6	36.4
Medium libraries	nil (N=14)	42.9	57.1
Small libraries	nil (N=12)	58.3	25.0
Providing copies of book reviews along with the books for examination			
Largest libraries	5.6 (N=36)	47.2	25.0
Large libraries	nil (N=21)	71.4	23.8
Medium libraries	nil (N=12)	58.3	25.0
Small libraries	nil (N=12)	50.0	25.0

TABLE 36

VIEWS OF LIBRARIANS OF THE IMPORTANCE OF SPECIFIC
TYPES OF REGIONAL ASSISTANCE WITH SELECTION OF MATERIAL
(Continued)

	Percentage of Librarians Who View Service as		
	Inappropriate	Important	Essential
Oversee book selection			
Largest libraries	42.9 (N=35)	25.7	8.6
Large libraries	25.0 (N=20)	30.0	15.0
Medium libraries	50.0 (N=12)	16.7	8.3
Small libraries	33.3 (N= 9)	22.2	nil

not in large ones. When we look at Table 36 we see that almost 20 percent of the librarians in the largest libraries think assisting in book selection is an inappropriate service, while 43.9 percent believe it is important, and almost 10 percent think it essential. The figures for the small libraries show an equally large range. Almost one quarter of the librarians think this service is inappropriate while another quarter think it essential. The majority of the librarians think it is an important service.

Overseeing book selection, while considered inappropriate by a larger proportion of respondents than other services, still shows a wide range of opinions between librarians in libraries of all sizes. While more than 40 percent of the librarians in the largest libraries think this is an inappropriate service, more than 30 percent believe that it is important or essential. Opinion seems equally divided in small libraries.

Because this area of Regional help with selection of materials seems a particularly sensitive one, the most appropriate course for the Region to take would seem to be to provide the impersonal services such as preparing book lists for children, providing opportunity for librarians to examine books and book reviews but to go slow on offering direct assistance with book selection. While there are obviously some librarians in the Region who would appreciate this help, they are scattered in libraries of all sizes. If the Region feels that it can offer this kind of assistance on a personal level, it might be best to inform librarians that it is available and allow them to take advantage of it or not as they chose. At the moment, the provision of examination materials seems the only service clearly considered essential by many librarians.

Regional Research and Development Activities

The category of research and development consisted of two items, one

TABLE 37

ATTITUDE OF LIBRARIANS TOWARD REGIONAL RESEARCH AND DEVELOPMENT ACTIVITIES

Size of libraries	Percentage of librarians who think service moderately or very well provided		Percentage of librarians who think service of moderate or great importance	
	Moderately well provided	Very well provided	Moderately important	Very important
Largest	60.0%	11.4%(N=35)	70.0%	10.0%(N=40)
Large	41.2	17.6 (N=17)	64.7	23.5 (N=17)
Medium	33.3	n11 (N=12)	83.3	8.3 (N=12)
Small	25.0	25.0 (N=12)	75.0	16.7 (N=12)

asked about the Region's sponsoring local pilot projects in children's services and the other about promoting and sponsoring research.

In most of the library systems, as Table 37 shows, these services are ranked as being provided on a moderate level. Librarians who work in the largest library systems tend to view these services as either moderately or well provided, but the figure is lower as we move down the scale in size of library. A bare majority of librarians in the large and in the small libraries rank these services either moderate or well provided, while in the medium sized libraries only a third of the librarians do so.

In ranking the importance of these services, the majority of respondents put them into moderately important category. Librarians in the medium and small libraries tend to rank these services as more important than librarians in the largest libraries do, although the differences are not great. More Regional activity in this area would be likely to be appreciated by librarians in libraries of all sizes if they can see that the pilot projects or research would be relevant to their work.

As Table C-17 in Appendix C shows, there is very little difference between the two items in this category. Pilot projects and research appear to be viewed in approximately the same way.

Regional Assistance with Special Collections

The category of assistance with special collections consists of three items: providing loan collections of books in foreign languages; providing special equipment for borrowing from the Region; and providing books for the blind.

The provision of these services, as can be seen in Table 38 is not ranked high. Approximately half of the respondents rank the provision as moderately or very well provided. There are few differences between libraries of different sizes.

The right-hand side of Table 38 shows that these services tend to be viewed as moderately important by librarians in all sizes of libraries. On the whole, the provision of these services seems to be satisfactory for most libraries considering the importance attached to them by librarians.

When we look at the individual items, shown in Table C-18 Appendix C, it becomes apparent that there are relatively slight differences between the items. If any increased emphasis can be given in this area, it should probably be given in books for the blind, which is considered essential by 28.7 percent of the librarians, but does not rank very high in present provision of service.

Professional Assistance from Region

Seven individual items made up the category of professional assistance from the Region. These include:

- professional advice and assistance
- orientation for new staff members
- planning summer reading programs
- collection evaluation for individual libraries
- bibliographies of professional reading
- professional library at Regional headquarters
- professional assistance with weeding.

The ranking of present level of services in this area is low because many of the items are not currently available. As Table C-19 in Appendix C shows,

TABLE 38

ATTITUDE OF LIBRARIANS TOWARD REGIONAL SPECIAL COLLECTIONS

Size of libraries	Percentage of librarians who think service moderately or very well provided		Percentage of librarians who think service of moderate or great importance	
	Moderately well provided	Very well provided	Moderately important	Very important
Largest	41.9%	3.2% (N=31)	54.5%	nil% (N=33)
Large	52.9	nil (N=17)	55.0	nil (N=20)
Medium	58.3	8.3 (N=12)	61.5	7.7 (N=13)
Small	40.0	20.0 (N=10)	60.0	nil (N=10)

TABLE 39

ATTITUDE OF LIBRARIANS TOWARD PROFESSIONAL ASSISTANCE FROM REGION

Size of libraries	Percentage of librarians who think service moderately or very well provided		Percentage of librarians who think service of moderate or great importance	
	Moderately well provided	Very well provided	Moderately important	Very important
Largest	25.0%	10.0% (N=20)	39.3%	7.1% (N=28)
Large	35.7	14.3 (N=14)	64.7	11.8 (N=17)
Medium	27.3	nil (N=11)	72.7	9.1 (N=11)
Small	14.3	14.3 (N= 7)	33.3	nil (N= 9)

the two items of professional advice and assistance and of planning summer reading programs are rated as being well provided, while most of the others are not.

The items in this area were included in the questionnaire in order to see whether librarians would like this kind of assistance from the Regional staff. The right-hand column of Table 39 shows an interesting grouping. The large and medium sized libraries are the two groups most likely to indicate that these services are important. The staff in both the largest and the smallest libraries are likely to rate these services as relatively unimportant.

Because these direct services might easily be more important in small libraries with few professional staff members than in larger libraries, the responses from librarians in different size libraries were compared for each individual item. Table 40 shows that there are no significant differences between librarians in institutions of varying sizes.

The least controversial items in this category are providing professional advice and assistance; planning summer reading programs; providing bibliographies of professional reading; and maintaining a professional library at Regional headquarters. Most of the libraries agreed that these services are important or essential. The Regional staff might consider expanding services in these areas whenever possible.

The other items under the general heading of professional assistance: providing orientation for new staff members; evaluating collections in individual libraries; and providing professional assistance with weeding and book withdrawal--draw a very mixed response from librarians. All of these services are commented on in the literature as being primarily helpful to small libraries

TABLE 40

VIEWS OF LIBRARIANS OF THE IMPORTANCE OF SPECIFIC
PROFESSIONAL ASSISTANCE FROM REGION

	Percentage of Librarians Who View the Service as		
	Inappropriate	Important	Essential
Providing professional advice and assistance			
Largest libraries	2.4 (N=42)	50.0	23.8
Large libraries	nil (N=23)	43.5	39.1
Medium libraries	nil (N=14)	28.6	71.4
Small libraries	nil (N=11)	36.4	63.6
Orientation for new staff members in the children's services department of individual libraries			
Largest libraries	18.6 (N=43)	44.2	18.6
Large libraries	22.7 (N=22)	31.8	27.3
Medium libraries	25.0 (N=12)	41.7	8.3
Small libraries	27.3 (N=11)	45.5	9.1
Plan summer reading program			
Largest libraries	9.8 (N=41)	58.5	12.2
Large libraries	nil (N=22)	59.1	13.6
Medium libraries	nil (N=14)	57.1	35.7
Small libraries	18.2 (N=11)	81.8	nil
Regular collection evaluation for individual libraries			
Largest libraries	27.8 (N=36)	38.9	8.3
Large libraries	9.5 (N=21)	38.1	33.3
Medium libraries	8.3 (N=12)	66.7	8.3
Small libraries	30.0 (N=10)	20.0	nil

TABLE 40

VIEWS OF LIBRARIANS OF THE IMPORTANCE OF SPECIFIC
PROFESSIONAL ASSISTANCE FROM REGION
(Continued)

	Percentage of Librarians Who View the Service as		
	Inappropriate	Important	Essential
Providing bibliographies of professional reading for librarians			
Largest libraries	8.3 (N=36)	66.7	2.8
Large libraries	nil (N=21)	57.1	19.0
Medium libraries	nil (N=11)	36.4	27.3
Small libraries	nil (N=11)	63.6	nil
Maintain a professional library at Regional headquarters for children's librarians			
Largest libraries	15.2 (N=33)	30.3	12.1
Large libraries	nil (N=18)	55.6	11.1
Medium libraries	8.3 (N=12)	50.0	33.3
Small libraries	20.0 (N=10)	50.0	nil
Provide professional assistance with weeding and book withdrawal			
Largest libraries	34.1 (N=41)	31.7	14.6
Large libraries	23.8 (N=21)	38.1	23.8
Medium libraries	23.1 (N=13)	46.2	7.7
Small libraries	25.0 (N=12)	50.0	nil

with limited professional staff. Yet, as Table 40 shows, the size of library does not seem to influence the views of respondents in our study. For each of these three items there is a sizable minority of librarians who believe the service inappropriate, as well as a number who consider each service either important or essential.

With such a split in the opinions of librarians, the Regional staff will probably choose to concentrate its efforts on the professional assistance which is considered important by almost all of the librarians. The evaluation of collections, help with weeding, and orientation of new staff members might be offered as possible services if requested by a particular library. At the present time there does not seem to be a strongly felt need for them even in the small libraries.

APPENDIX A

METHODOLOGY

This study of objectives and priorities in children's library services was commissioned by the South Central Regional Library System in order to help individual libraries plan for future development. The purpose of the study was to discover the extent to which various library services are presently available and the importance attached to different services by librarians and other groups concerned with children's library use.

The first task of the study was to inquire about the type and extent of services available in each system within the Region. Since the size of libraries in the Region varies from some which service a population of less than 5,000 to one which serves a population of more than 300,000, a level of service which is appropriate for one library might be considered inadequate in another. The study was not concerned with the specific number of books of a particular type, or the number of reference questions answered, but rather with whether or not the staff and library users believe that services and materials are adequate to meet the needs of the particular library.

The second task of the study was to obtain a ranking of various services--both those presently being given and those which might be developed--to aid libraries in deciding which services to add, and whether or not some

services now given might be cut back. In order to do this, representatives of various interested groups--librarians, library board members, educators and the general public--were asked to report and rank those library services which they think are important for children.

A single library system cannot be responsible for providing all library services. Librarians and trustees were asked questions about the children's services provided to their systems through Regional headquarters. No questions of this kind were asked of the public since it was assumed that they would be unaware of Regional services. These were designed not to find out what services actually are available, since the Regional headquarters office has that information, but rather to ascertain whether librarians and trustees are aware of services which are offered and of other possible services which might be provided, if they are judged important. A ranking of present and possible future services should be helpful to the Regional Staff in planning future development of children's services.

Questionnaire Design

All groups were asked to respond to the same basic questionnaire, which included questions on the different types of materials and services which may be provided by any single system. The questionnaire distributed to the schools and to the public included only services which might be provided at the local library level. A further series of questions was devised listing services now given by the Regional Library System as well as other services which might be offered by the children's coordinator of a regional system. This list was obtained by a literature search of materials on the role of children's coordinators.

For each item on the questionnaire, the respondent was asked to choose among four alternatives (not provided; slight provision; just right; provides in excess) for the level of service or provision of material currently prevailing in his/her library. He/she was also asked to choose one of four alternatives (not appropriate service; low priority; important service; essential service) for the importance of each of the items. This dual scale on the questionnaire made it possible to analyze the extent to which traditional services are still considered important, and the extent to which more innovative or controversial services are supported or desired. The degree of awareness of currently available services among such groups as the library user and school librarians could also be ascertained.

Demographic information collected on the questionnaire for the public includes: distance lived from library, number and ages of children, and use of adult section of the library. Questions designed to find out whether some of these questionnaires were being completed by children rather than by adults were also asked.

Information asked of school personnel included questions about their nearest public library and the length of time spent working for the school system.

Librarians were asked whether most of their work was with adults or children; about the length of time working in the library; and about their professional activity.

Questionnaires were colour-coded for ease of data gathering. A copy of each questionnaire is included in Appendix B.

Sample Selection

There were four groups of people whose opinions were sought in this study: librarians, trustees, the general public and school personnel. Because of the varying size of these groups, some were sampled, while in others the entire group was surveyed.

1. Librarians. A high proportion of the librarians within the Region were included in the survey group. These were librarians with a professional degree and any other staff member who was deemed by the chief librarian to be doing professional library work. In most libraries both the children and the adult services librarians were included, although in some of the larger libraries, some of the adult and technical services personnel were excluded. This was done because the nature of their specialized work isolates them from the children's services department and they would be unaware of and perhaps uninterested in children's services. The total number of librarians included in the survey is 155.

2. Trustees. All members of the library boards of member libraries were included in the survey. One board, the Brantford Township Board, declined to participate because it is a non-operating board. This brought the total number of library board members to eighty-six.

3. General Public. Because only a small proportion of the general public would be interested enough in library services to children to return a questionnaire, no attempt was made to get a random sample of the public. Instead, those adults who use children's services in the libraries, most of whom are parents, were considered the target group for gathering information about the public's perception of services and their ranking of them. The number of questionnaires to be distributed to each library was determined by the size of the population it served. The largest number of questionnaires allotted to one library

system was 250 to the Hamilton Public Library; the smallest systems received twenty-five to fifty. A total of 950 of these questionnaires was distributed.

The questionnaires for the public were designed to be filled in by people using children's services and to be left at the library. The allocation of questionnaires to branch libraries was handled by the chief librarian or a designated person who would know about the comparative circulation rate in each branch. The number of questionnaires distributed in each library system is shown in Table A-1.

4. School Personnel. There are 321 elementary schools and 151 nursery schools or day care centres within the area served by the libraries of the Regional System. A random sample of one hundred elementary schools and fifty nursery schools was selected to receive questionnaires as part of the survey. All of the schools for the retarded and for the deaf and blind were also included in the survey.

Two questionnaires were sent to the principal of each elementary school. One was for the principal to answer, and the other was to be given to the school librarian or a teacher familiar with the school library. By getting two opinions from each school, it was hoped to get a balanced picture of how public library services can best complement the services of school libraries in serving children.

Since nursery schools do not usually have libraries, only one copy of the questionnaire was sent to the director of each nursery school or day care centre.

TABLE A-1

NUMBER OF QUESTIONNAIRES
DISTRIBUTED TO EACH LIBRARY SYSTEM

	Librarians	Trustees	Public
Brantford	15	8	75
Burford	2	5	50
Burlington	20	8	100
Dundas	3	8	60
Halton Hills	11	8	65
Hamilton	50	8	250
Six Nations	3	5	25
Milton	6	8	50
Paris	6	5	50
Oakland	2	5	25
Oakville	12	8	75
South Dumfries	5	4	50
Wentworth	20	6	75
TOTAL	155	86	950

Response to Questionnaire

Questionnaires were distributed during the first week in May. Members of the library boards received an individual letter and return envelope with his/her questionnaire. School principals, as noted above, received two questionnaires and two return envelopes. Questionnaires for librarians were sent to the libraries to be distributed by the staff there. Questionnaires for the public were also sent to the libraries for distribution, along with a sign for the return box.

Telephone calls were made to the libraries during the following week to make sure that the questionnaires had been received and distributed and to answer any questions that might have been raised.

During the week of May 30th, follow-up notices were sent to the librarians who had distributed the questionnaires requesting a quick return of any remaining questionnaires. Follow-up letters were sent to the schools which had not returned any questionnaires, and to all members of the library boards. Copies of the letters are in Appendix B. The number of questionnaires returned by the various groups are shown in Table A-2.

As Table A-2 shows, the response rate varied considerably from one group of respondents to another. Less than 30 percent of the questionnaires distributed to the public were returned, but this still gave the study more than 250 responses to analyze. This group is not in any sense a representative sample of library users, but it is a large number of people who use the library and who are interested enough in children's library services to fill out a questionnaire.

TABLE A-2

USABLE QUESTIONNAIRES RETURNED

Group	Questionnaires Distributed	Questionnaires Returned	Percentage
Librarians	155	105	67.7
School Personnel	268	152	56.7
Trustees	86	36	41.8
General Public	950	257	27.1

The response rate from library trustees was fairly low. A few of the trustees wrote or telephoned the survey team to say that they did not answer the questionnaire because they did not know enough about children's services to do so. Some who returned the questionnaire included comments about their uncertainty. One trustee wrote:

"As a trustee, I am not competent to offer opinions upon many of these questions. Even some of those marked offer a dubious opinion."

The total number of trustees who returned questionnaires was too low to allow meaningful analysis of trustees as a group. For this reason they are not included as a group in the major tables of the study. Their opinions are included, however, in the tables in Appendix C.

Response from the librarians was probably higher among librarians who work directly with children than among those who work with adults. A few respondents wrote comments on their questionnaires indicating that they did not know enough about children's services in their library to answer many of the questions.

Some librarians commented that they found the questionnaire difficult to answer. One librarian wrote:

"The questionnaire was extremely difficult to fill out. Most of my answers should fall in between the categories. To have as the only alternatives 'slight' and 'just right' is ridiculous. Also the judgment as to whether a service is 'slight' or 'just right' is arbitrary and thus impossible to measure. Of course, if all you are measuring is satisfied customers then I suppose this serves the purpose."

The questionnaire was designed to force respondents to choose a category closest to what they judged the provision of a service to be. For this reason, a neutral answer like "adequate" was deliberately excluded. This may have led to a somewhat lower response rate than would otherwise have been obtained, but the questionnaires that were returned gave firmer opinions

which were more useful to the study.

All of the ratings of the level of provision are subjective. The same collection might be scored as "slight provision" by one librarian and "just right" by another. The questionnaire was designed to elicit the opinions of various groups as to the level of provision, not to find out the number of materials provided.

Additional Information Collected

Background information was collected on the areas served by each library system. Statistical data collected includes:

1. Population by age and sex
2. Income of head of family
3. Ethnic groups
4. Language most often spoken at home (official language)
5. Education level of head of household

Analysis of Data

Each individual item on the questionnaire was a part of a larger category. For example, there were three items on specific types of Canadian materials, but it is the overall category of Canadian materials which is of interest in the study.

For each item, the view of present services and importance of service were scored separately. In the present services category, the scores were 1. not provided; 2. slight provision; 3. just right; 4. provides in excess. (Very few respondents used the answer "provides in excess" for any item.) In the importance of service items, the scores were 1. not appropriate service; 2. low priority; 3. important service; and 4. essential service.

To obtain an overall score on any variable, the scores of a respon-

dent on each item within the larger variable were added together and divided by the number of items included. In the Canadian materials category, for instance, the scores on provision of Canadian books, Canadian magazines and Canadian non-fiction materials were added together and divided by three. If a respondent failed to answer any one of the individual items, his/her score was not included under the larger variable.

Since the "provides in excess" category is a negative comment on provision of services, the positive scale for present services runs from one to three. A respondent who scored three on the inclusive variable on Canadian materials would have to have indicated that provision was "just right" for each of the individual items. The importance of service scale runs from one to four. A score of one would indicate that the respondent considers each item to be inappropriate, while a score of four indicates that each item was scored as essential.

The scores of most respondents on the inclusive variables were not whole numbers. A respondent might have answered the five individual items concerning the importance of preschool services with two 4's, two 3's, and one 2. The score on the inclusive variable would be 3.2. To facilitate the comparison of scores, these were grouped into categories.

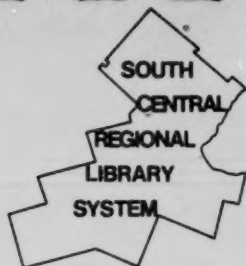
The level of present services scores were computed on a scale of low (1.00 through 1.99) medium (2.00 through 2.69) and high (2.70 through 3.00). Scores on the importance of services were scaled unimportant (1.00 through 2.49) medium (2.50 through 3.49) and essential (3.50 through 4.00). Each respondent then had a score for his or her view of the level of services in each category and the view of the importance of such services.

Since the most significant difference between the libraries within the Region appeared to be the size of the population served, the library

systems were divided into groups on this basis. Information about the libraries within each size group is given in Chapter 2.

The data was analyzed using the Statistical Package for the Social Sciences. Frequencies were obtained for all of the items, and crosstabulations computed for the various groups by size of library. When individual items appeared to be of particular importance, comparisons were made between the groups on these items.

APPENDIX B
INSTRUMENTS



LIBRARY SERVICES FOR CHILDREN

In the interests of best serving children within the South Central Region, we are exploring the number of services provided to them by their public library systems. Our investigation is twofold:

- 1) in which we determine whether or not specific services are provided by individual libraries
- 2) how important the provision of such services is to library staff and trustees.

To this end, we are providing a questionnaire for you to complete and return to us as early as possible in the envelope provided.

The following list includes services provided by some public libraries. Would you please read each statement and then do two things.

- 1) Check the box to the right of the statement which indicates to what extent your library now provides this service
- 2) Put a check mark in the second set of boxes following each statement to indicate how important you think this service is.

For example:

PRESENT SERVICES	IMPORTANCE OF SERVICE
not provided slight provision just right provides in excess	not appropriate service low priority important service essential service

128

1. providing books for children

☐ ☒ ☐ ☐
☐ ☐ ☒ ☐

129

POSSIBLE SERVICES TO CHILDREN
IN PUBLIC LIBRARIES

	PRESENT SERVICES				IMPORTANCE OF SERVICE			
	<i>not provided</i>	<i>slight provision</i>	<i>just right</i>	<i>provides in excess</i>	<i>not appropriate service</i>	<i>low priority</i>	<i>important service</i>	<i>essential service</i>
1. Providing games for children to play with in the library	☐	☐	☐	☐	☐	☐	☐	☐
2. Providing place where children can meet with their friends	☐	☐	☐	☐	☐	☐	☐	☐
3. Helping children to learn crafts	☐	☐	☐	☐	☐	☐	☐	☐
4. Allowing children to reserve books which are not on the shelf	☐	☐	☐	☐	☐	☐	☐	☐
5. Providing learning experiences for children under three years of age	☐	☐	☐	☐	☐	☐	☐	☐
6. Providing games for children to take home	☐	☐	☐	☐	☐	☐	☐	☐
7. Helping children find information about hobbies and crafts	☐	☐	☐	☐	☐	☐	☐	☐
8. Providing sex-education materials for children to borrow freely	☐	☐	☐	☐	☐	☐	☐	☐
9. Providing instruction for the use of materials in the adult library	☐	☐	☐	☐	☐	☐	☐	☐
10. Providing magazines for use in finding information for school projects	☐	☐	☐	☐	☐	☐	☐	☐

	PRESENT SERVICES				IMPORTANCE OF SERVICE			
	not provided	slight provision	just right	provides in excess	not appropriate service	low priority	important service	essential service
11. Providing cassettes of popular music	☐	☐	☐	☐	☐	☐	☐	☐
12. Allowing children to use one library card freely within the region	☐	☐	☐	☐	☐	☐	☐	☐
13. Providing cassette players which can be borrowed	☐	☐	☐	☐	☐	☐	☐	☐
14. Allowing children to request books from another library system within the region, if the book is not available at the local library	☐	☐	☐	☐	☐	☐	☐	☐
15. Providing encyclopaedias for use at home	☐	☐	☐	☐	☐	☐	☐	☐
16. Providing comic books for children	☐	☐	☐	☐	☐	☐	☐	☐
17. Helping children develop a love of reading	☐	☐	☐	☐	☐	☐	☐	☐
18. Providing popular records for children	☐	☐	☐	☐	☐	☐	☐	☐
19. Allowing children to borrow records	☐	☐	☐	☐	☐	☐	☐	☐
20. Providing story hour programs for preschool children	☐	☐	☐	☐	☐	☐	☐	☐
21. Providing photocopy service for children	☐	☐	☐	☐	☐	☐	☐	☐

	PRESENT SERVICES				IMPORTANCE OF SERVICE			
	not provided	slight provision	just right	provides in excess	not appropriate service	low priority	important service	essential service
22. Providing picture books for preschoolers	☐	☐	☐	☐	☐	☐	☐	☐
23. Providing books in languages other than French and English	☐	☐	☐	☐	☐	☐	☐	☐
24. Providing Canadian magazines for children	☐	☐	☐	☐	☐	☐	☐	☐
25. Providing easy-to-read books for seven and eight year olds who are learning to read	☐	☐	☐	☐	☐	☐	☐	☐
26. Providing magazines about hobbies for children	☐	☐	☐	☐	☐	☐	☐	☐
27. Providing popular series books such as Nancy Drew and the Hardy Boys books	☐	☐	☐	☐	☐	☐	☐	☐
28. Providing Canadian stories for children	☐	☐	☐	☐	☐	☐	☐	☐
29. Providing books based on popular television shows such as <u>Happy Days</u> and <u>Star Trek</u>	☐	☐	☐	☐	☐	☐	☐	☐
30. Guiding children in the selection of books suitable for their reading ability and interests	☐	☐	☐	☐	☐	☐	☐	☐
31. Providing help with children's reference questions for school assignments	☐	☐	☐	☐	☐	☐	☐	☐
32. Providing classics of children's literature	☐	☐	☐	☐	☐	☐	☐	☐

	PRESENT SERVICES				IMPORTANCE OF SERVICE			
	<i>not provided</i>	<i>slight provision</i>	<i>just right</i>	<i>provides in excess</i>	<i>not appropriate service</i>	<i>low priority</i>	<i>important service</i>	<i>essential service</i>
33. Providing filmstrips for children's individual use	☐	☐	☐	☐	☐	☐	☐	☐
34. Providing study space for children to do school work	☐	☐	☐	☐	☐	☐	☐	☐
35. Providing Canadian non-fiction materials	☐	☐	☐	☐	☐	☐	☐	☐
36. Providing evening and Sunday services for children	☐	☐	☐	☐	☐	☐	☐	☐
37. Providing recordings of classical music in the children's department	☐	☐	☐	☐	☐	☐	☐	☐
38. Providing programs for parents and children to share	☐	☐	☐	☐	☐	☐	☐	☐
39. Providing toys for preschool children	☐	☐	☐	☐	☐	☐	☐	☐
40. Providing materials for parents on child development	☐	☐	☐	☐	☐	☐	☐	☐
41. Allowing children to use both adult and children's section of the library	☐	☐	☐	☐	☐	☐	☐	☐
42. Providing recordings of poetry for children	☐	☐	☐	☐	☐	☐	☐	☐

	PRESENT SERVICES				IMPORTANCE OF SERVICE			
	not provided	slight provision	just right	provides in excess	not appropriate service	low priority	important service	essential service
43. Providing French-language materials for school-age children	☐	☐	☐	☐	☐	☐	☐	☐
44. Providing meeting rooms for children's groups not sponsored by the library (for example, cub scouts or brownies)	☐	☐	☐	☐	☐	☐	☐	☐
45. Providing materials about ethnic heritage of groups in the community	☐	☐	☐	☐	☐	☐	☐	☐
46. Providing filmstrip viewers for use in the library	☐	☐	☐	☐	☐	☐	☐	☐
47. Providing sex-education materials for parents to use with children	☐	☐	☐	☐	☐	☐	☐	☐
48. Providing French-language materials for pre-school children	☐	☐	☐	☐	☐	☐	☐	☐
49. Providing non-fiction books to help children with school assignments	☐	☐	☐	☐	☐	☐	☐	☐
50. Provides cassette players for use in the library	☐	☐	☐	☐	☐	☐	☐	☐
51. Allowing children to request books from libraries outside the region	☐	☐	☐	☐	☐	☐	☐	☐

	PRESENT SERVICES				IMPORTANCE OF SERVICE			
	<i>not provided</i>	<i>slight provision</i>	<i>just right</i>	<i>provides in excess</i>	<i>not appropriate service</i>	<i>low priority</i>	<i>important service</i>	<i>essential service</i>
52. Providing help for parents in choosing books for children	☐	☐	☐	☐	☐	☐	☐	☐
53. Providing encyclopaedias for library use by children	☐	☐	☐	☐	☐	☐	☐	☐

We would like very much to hear about other services for children which you would like the library to provide. Would you please list such services, and indicate how important you think they would be.

CHILDREN'S LIBRARY SERVICES MOST APPROPRIATELY
PROVIDED AT A REGIONAL LEVEL

	PRESENT SERVICES				IMPORTANCE OF SERVICE			
	not provided	slight provision	just right	provides in excess	not appropriate service	low priority	important service	essential service
54. Special Loan collections of books in languages other than French and English	☐	☐	☐	☐	☐	☐	☐	☐
55. Cataloguing and classification of new materials	☐	☐	☐	☐	☐	☐	☐	☐
56. Sponsoring valuable conferences and workshops	☐	☐	☐	☐	☐	☐	☐	☐
57. Special programs and activities which I may request for my library (e.g. Hamilton Symphony)	☐	☐	☐	☐	☐	☐	☐	☐
58. Inter-region newsletter	☐	☐	☐	☐	☐	☐	☐	☐
59. Providing advertising and promotion materials	☐	☐	☐	☐	☐	☐	☐	☐
60. Sponsoring local pilot projects in children's services	☐	☐	☐	☐	☐	☐	☐	☐
61. Promoting and sponsoring research which I find relevant to my job	☐	☐	☐	☐	☐	☐	☐	☐
62. Special equipment which I may borrow (e.g. puppet stages)	☐	☐	☐	☐	☐	☐	☐	☐
63. Funding special events and activities which are of benefit to my library community	☐	☐	☐	☐	☐	☐	☐	☐

	PRESENT SERVICES				IMPORTANCE OF SERVICE			
	not provided	slight provision	just right	provides in excess	not appropriate service	low priority	important service	essential service
64. Inter-library loan services for children	☐	☐	☐	☐	☐	☐	☐	☐
65. Easily available courier service	☐	☐	☐	☐	☐	☐	☐	☐
66. Professional advice and assistance	☐	☐	☐	☐	☐	☐	☐	☐
67. Co-ordinating reciprocal borrowing between systems in the region	☐	☐	☐	☐	☐	☐	☐	☐
68. Sponsorship for staff attendance at conferences and workshops	☐	☐	☐	☐	☐	☐	☐	☐
69. Assisting in book selection	☐	☐	☐	☐	☐	☐	☐	☐
70. Workshops and conferences relevant to my library job	☐	☐	☐	☐	☐	☐	☐	☐
71. Frequent courier service	☐	☐	☐	☐	☐	☐	☐	☐
72. Books for blind and other handicapped children	☐	☐	☐	☐	☐	☐	☐	☐
73. Orientation for new staff members in the children's services departments of individual libraries	☐	☐	☐	☐	☐	☐	☐	☐
74. Working with the children's committee in planning summer reading programs	☐	☐	☐	☐	☐	☐	☐	☐

	PRESENT SERVICES				IMPORTANCE OF SERVICE			
	<i>not provided</i>	<i>slight provision</i>	<i>just right</i>	<i>provides in excess</i>	<i>not appropriate service</i>	<i>low priority</i>	<i>important service</i>	<i>essential service</i>
75. Plan summer reading programs	☐	☐	☐	☐	☐	☐	☐	☐
76. Outreach services such as dial-a-story	☐	☐	☐	☐	☐	☐	☐	☐
77. Workshops for adults in, for example, storytelling, or conducting programs for children	☐	☐	☐	☐	☐	☐	☐	☐
78. Regular collection evaluation for individual libraries	☐	☐	☐	☐	☐	☐	☐	☐
79. News releases for distribution to media	☐	☐	☐	☐	☐	☐	☐	☐
80. Regular meetings with children's librarians in the region for discussion of professional problems	☐	☐	☐	☐	☐	☐	☐	☐
81. Book lists for children	☐	☐	☐	☐	☐	☐	☐	☐
82. Bibliographies of professional reading for librarians	☐	☐	☐	☐	☐	☐	☐	☐
83. An exchange of information with other regions about their children's activities	☐	☐	☐	☐	☐	☐	☐	☐
84. The opportunity for librarians to examine books for possible selection	☐	☐	☐	☐	☐	☐	☐	☐
85. Copies of book reviews along with the books for examination	☐	☐	☐	☐	☐	☐	☐	☐

	PRESENT SERVICES				IMPORTANCE OF SERVICE			
	not provided	slight provision	just right	provides in excess	not appropriate service	low priority	important service	essential service
86. Book selection committees to systematically evaluate books	☐	☐	☐	☐	☐	☐	☐	☐
87. Maintain a professional library at regional headquarters for children's librarians	☐	☐	☐	☐	☐	☐	☐	☐
88. Oversee book selection	☐	☐	☐	☐	☐	☐	☐	☐
89. Professional assistance with weeding and book withdrawal	☐	☐	☐	☐	☐	☐	☐	☐
90. Co-operating with other regions in planning workshops and programs	☐	☐	☐	☐	☐	☐	☐	☐
91. Co-ordinating conference planning through children's committee	☐	☐	☐	☐	☐	☐	☐	☐
92. Co-ordinating work of children's committee in selecting materials (e.g. filmstrips)	☐	☐	☐	☐	☐	☐	☐	☐
93. Co-ordinating work of children's committee in preparing book lists	☐	☐	☐	☐	☐	☐	☐	☐
94. Co-ordinating work of children's committee in book receiving	☐	☐	☐	☐	☐	☐	☐	☐

	PRESENT SERVICES				IMPORTANCE OF SERVICE			
	not provided	slight provision	just right	provides in excess	not appropriate service	low priority	important service	essential service
95. Working with committee on multi-lingual services	☐	☐	☐	☐	☐	☐	☐	☐
96. Should be directly accessible to all children's librarians in the region	☐	☐	☐	☐	☐	☐	☐	☐

We would like very much to have additional suggestions from you about the services which you would like from the Regional Children's Services Co-ordinator. Would you please list any suggestions below (use an additional sheet if you need one) and indicate how important you think such a service would be

Please answer the following questions:

1. The major responsibility of my work is with

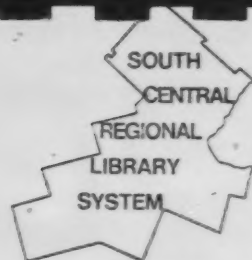
1. adults
2. children
3. both

2. I have spent _____ years in library work
(number)

3. I have worked at this library for _____ years
(number)

4. I belong to _____ library organizations (e.g. Canadian Library Association)
(number)

5. In the last three years, I have attended _____ of conferences related
(number)
to my work.



LIBRARY SERVICES FOR CHILDREN

In the interests of best serving children within the South Central Region, we are exploring the number of services provided to them by their public library systems. Our investigation is twofold:

- 1) in which we determine whether or not specific services are provided by individual libraries
- 2) how important the provision of such services is to library staff and trustees.

To this end, we are providing a questionnaire for you to complete and return to us as early as possible in the envelope provided.

The following list includes services provided by some public libraries. Would you please read each statement and then do two things.

- 1) Check the box to the right of the statement which indicates to what extent your library now provides this service
- 2) Put a check mark in the second set of boxes following each statement to indicate how important you think this service is.

For example:

PRESENT SERVICES	IMPORTANCE OF SERVICE
not provided slight provision just right provides in excess	not appropriate service low priority important service essential service

1. providing books for children

☐ ☒ ☐ ☐
☐ ☐ ☐ ☒

POSSIBLE SERVICES TO CHILDREN
IN PUBLIC LIBRARIES

	PRESENT SERVICES				IMPORTANCE OF SERVICE			
	<i>not provided</i>	<i>slight provision</i>	<i>just right</i>	<i>provides in excess</i>	<i>not appropriate service</i>	<i>low priority</i>	<i>important service</i>	<i>essential service</i>
1. Providing games for children to play with in the library	☐	☐	☐	☐	☐	☐	☐	☐
2. Providing place where children can meet with their friends	☐	☐	☐	☐	☐	☐	☐	☐
3. Helping children to learn crafts	☐	☐	☐	☐	☐	☐	☐	☐
4. Allowing children to reserve books which are not on the shelf	☐	☐	☐	☐	☐	☐	☐	☐
5. Providing learning experiences for children under three years of age	☐	☐	☐	☐	☐	☐	☐	☐
6. Providing games for children to take home	☐	☐	☐	☐	☐	☐	☐	☐
7. Helping children find information about hobbies and crafts	☐	☐	☐	☐	☐	☐	☐	☐
8. Providing sex-education materials for children to borrow freely	☐	☐	☐	☐	☐	☐	☐	☐
9. Providing instruction for the use of materials in the adult library	☐	☐	☐	☐	☐	☐	☐	☐
10. Providing magazines for use in finding information for school projects	☐	☐	☐	☐	☐	☐	☐	☐

	PRESENT SERVICES				IMPORTANCE OF SERVICE			
	not provided	slight provision	just right	provides in excess	not appropriate service	low priority	important service	essential service
11. Providing cassettes of popular music	☐	☐	☐	☐	☐	☐	☐	☐
12. Allowing children to use one library card freely within the region	☐	☐	☐	☐	☐	☐	☐	☐
13. Providing cassette players which can be borrowed	☐	☐	☐	☐	☐	☐	☐	☐
14. Allowing children to request books from another library system within the region, if the book is not available at the local library	☐	☐	☐	☐	☐	☐	☐	☐
15. Providing encyclopaedias for use at home	☐	☐	☐	☐	☐	☐	☐	☐
16. Providing comic books for children	☐	☐	☐	☐	☐	☐	☐	☐
17. Helping children develop a love of reading	☐	☐	☐	☐	☐	☐	☐	☐
18. Providing popular records for children	☐	☐	☐	☐	☐	☐	☐	☐
19. Allowing children to borrow records	☐	☐	☐	☐	☐	☐	☐	☐
20. Providing story hour programs for preschool children	☐	☐	☐	☐	☐	☐	☐	☐
21. Providing photocopy service for children	☐	☐	☐	☐	☐	☐	☐	☐

	PRESENT SERVICES				IMPORTANCE OF SERVICE			
	<i>not provided</i>	<i>slight provision</i>	<i>just right</i>	<i>provides in excess</i>	<i>not appropriate service</i>	<i>low priority</i>	<i>important service</i>	<i>essential service</i>
22. Providing picture books for preschoolers	☐	☐	☐	☐	☐	☐	☐	☐
23. Providing books in languages other than French and English	☐	☐	☐	☐	☐	☐	☐	☐
24. Providing Canadian magazines for children	☐	☐	☐	☐	☐	☐	☐	☐
25. Providing easy-to-read books for seven and eight year olds who are learning to read	☐	☐	☐	☐	☐	☐	☐	☐
26. Providing magazines about hobbies for children	☐	☐	☐	☐	☐	☐	☐	☐
27. Providing popular series books such as Nancy Drew and the Hardy Boys books	☐	☐	☐	☐	☐	☐	☐	☐
28. Providing Canadian stories for children	☐	☐	☐	☐	☐	☐	☐	☐
29. Providing books based on popular television shows such as <u>Happy Days</u> and <u>Star Trek</u>	☐	☐	☐	☐	☐	☐	☐	☐
30. Guiding children in the selection of books suitable for their reading ability and interests	☐	☐	☐	☐	☐	☐	☐	☐
31. Providing help with children's reference questions for school assignments	☐	☐	☐	☐	☐	☐	☐	☐
32. Providing classics of children's literature	☐	☐	☐	☐	☐	☐	☐	☐

	PRESENT SERVICES				IMPORTANCE OF SERVICE			
	not provided	slight provision	just right	provides in excess	not appropriate service	low priority	important service	essential service
33. Providing filmstrips for children's individual use	☐	☐	☐	☐	☐	☐	☐	☐
34. Providing study space for children to do school work	☐	☐	☐	☐	☐	☐	☐	☐
35. Providing Canadian non-fiction materials	☐	☐	☐	☐	☐	☐	☐	☐
36. Providing evening and Sunday services for children	☐	☐	☐	☐	☐	☐	☐	☐
37. Providing recordings of classical music in the children's department	☐	☐	☐	☐	☐	☐	☐	☐
38. Providing programs for parents and children to share	☐	☐	☐	☐	☐	☐	☐	☐
39. Providing toys for preschool children	☐	☐	☐	☐	☐	☐	☐	☐
40. Providing materials for parents on child development	☐	☐	☐	☐	☐	☐	☐	☐
41. Allowing children to use both adult and children's section of the library	☐	☐	☐	☐	☐	☐	☐	☐
42. Providing recordings of poetry for children	☐	☐	☐	☐	☐	☐	☐	☐

	PRESENT SERVICES				IMPORTANCE OF SERVICE			
	<i>not provided</i>	<i>slight provision</i>	<i>just right</i>	<i>provides in excess</i>	<i>not appropriate service</i>	<i>low priority</i>	<i>important service</i>	<i>essential service</i>
43. Providing French-language materials for school-age children	☐	☐	☐	☐	☐	☐	☐	☐
44. Providing meeting rooms for children's groups not sponsored by the library (for example, cub scouts or brownies)	☐	☐	☐	☐	☐	☐	☐	☐
45. Providing materials about ethnic heritage of groups in the community	☐	☐	☐	☐	☐	☐	☐	☐
46. Providing filmstrip viewers for use in the library	☐	☐	☐	☐	☐	☐	☐	☐
47. Providing sex-education materials for parents to use with children	☐	☐	☐	☐	☐	☐	☐	☐
48. Providing French-language materials for pre-school children	☐	☐	☐	☐	☐	☐	☐	☐
49. Providing non-fiction books to help children with school assignments	☐	☐	☐	☐	☐	☐	☐	☐
50. Provides cassette players for use in the library	☐	☐	☐	☐	☐	☐	☐	☐
51. Allowing children to request books from libraries outside the region	☐	☐	☐	☐	☐	☐	☐	☐

	PRESENT SERVICES				IMPORTANCE OF SERVICE			
	<i>not provided</i>	<i>slight provision</i>	<i>just right</i>	<i>provides in excess</i>	<i>not appropriate service</i>	<i>low priority</i>	<i>important service</i>	<i>essential service</i>
52. Providing help for parents in choosing books for children	☐	☐	☐	☐	☐	☐	☐	☐
53. Providing encyclopaedias for library use by children	☐	☐	☐	☐	☐	☐	☐	☐

We would like very much to hear about other services for children which you would like the library to provide. Would you please list such services, and indicate how important you think they would be.

CHILDREN'S LIBRARY SERVICES MOST APPROPRIATELY PROVIDED AT A REGIONAL LEVEL	PRESENT SERVICES				IMPORTANCE OF SERVICE			
	not provided	slight provision	just right	provides in excess	not appropriate service	low priority	important service	essential service
54. Special Loan collections of books in languages other than French and English	☐	☐	☐	☐	☐	☐	☐	☐
55. Cataloguing and classification of new materials	☐	☐	☐	☐	☐	☐	☐	☐
56. Sponsoring valuable conferences and workshops	☐	☐	☐	☐	☐	☐	☐	☐
57. Special programs and activities which I may request for my library (e.g. Hamilton Symphony)	☐	☐	☐	☐	☐	☐	☐	☐
58. Inter-region newsletter	☐	☐	☐	☐	☐	☐	☐	☐
59. Providing advertising and promotion materials	☐	☐	☐	☐	☐	☐	☐	☐
60. Sponsoring local pilot projects in children's services	☐	☐	☐	☐	☐	☐	☐	☐
61. Promoting and sponsoring research which I find relevant to my job	☐	☐	☐	☐	☐	☐	☐	☐
62. Special equipment which I may borrow (e.g. puppet stages)	☐	☐	☐	☐	☐	☐	☐	☐
63. Funding special events and activities which are of benefit to my library community	☐	☐	☐	☐	☐	☐	☐	☐

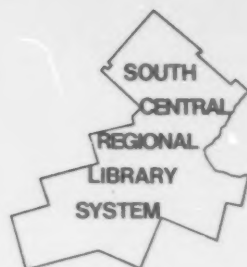
	PRESENT SERVICES				IMPORTANCE OF SERVICE			
	<i>not provided</i>	<i>slight provision</i>	<i>just right</i>	<i>provides in excess</i>	<i>not appropriate service</i>	<i>low priority</i>	<i>important service</i>	<i>essential service</i>
64. Inter-library loan services for children	☐	☐	☐	☐	☐	☐	☐	☐
65. Easily available courier service	☐	☐	☐	☐	☐	☐	☐	☐
66. Professional advice and assistance	☐	☐	☐	☐	☐	☐	☐	☐
67. Co-ordinating reciprocal borrowing between systems in the region	☐	☐	☐	☐	☐	☐	☐	☐
68. Sponsorship for staff attendance at conferences and workshops	☐	☐	☐	☐	☐	☐	☐	☐
69. Assisting in book selection	☐	☐	☐	☐	☐	☐	☐	☐
70. Workshops and conferences relevant to my library job	☐	☐	☐	☐	☐	☐	☐	☐
71. Frequent courier service	☐	☐	☐	☐	☐	☐	☐	☐
72. Books for blind and other handicapped children	☐	☐	☐	☐	☐	☐	☐	☐
73. Orientation for new staff members in the children's services departments of individual libraries	☐	☐	☐	☐	☐	☐	☐	☐
74. Working with the children's committee in planning summer reading programs	☐	☐	☐	☐	☐	☐	☐	☐

	PRESENT SERVICES				IMPORTANCE OF SERVICE			
	not provided	slight provision	just right	Provides in excess	not appropriate service	low priority	important service	essential service
75. Plan summer reading programs	☐	☐	☐	☐	☐	☐	☐	☐
76. Outreach services such as dial-a-story	☐	☐	☐	☐	☐	☐	☐	☐
77. Workshops for adults in, for example, storytelling, or conducting programs for children	☐	☐	☐	☐	☐	☐	☐	☐
78. Regular collection evaluation for individual libraries	☐	☐	☐	☐	☐	☐	☐	☐
79. News releases for distribution to media	☐	☐	☐	☐	☐	☐	☐	☐
80. Regular meetings with children's librarians in the region for discussion of professional problems	☐	☐	☐	☐	☐	☐	☐	☐
81. Book lists for children	☐	☐	☐	☐	☐	☐	☐	☐
82. Bibliographies of professional reading for librarians	☐	☐	☐	☐	☐	☐	☐	☐
83. An exchange of information with other regions about their children's activities	☐	☐	☐	☐	☐	☐	☐	☐
84. The opportunity for librarians to examine books for possible selection	☐	☐	☐	☐	☐	☐	☐	☐
85. Copies of book reviews along with the books for examination	☐	☐	☐	☐	☐	☐	☐	☐

	PRESENT SERVICES				IMPORTANCE OF SERVICE			
	<i>not provided</i>	<i>slight provision</i>	<i>just right</i>	<i>provides in excess</i>	<i>not appropriate service</i>	<i>low priority</i>	<i>important service</i>	<i>essential service</i>
86. Book selection committees to systematically evaluate books	☐	☐	☐	☐	☐	☐	☐	☐
87. Maintain a professional library at regional headquarters for children's librarians	☐	☐	☐	☐	☐	☐	☐	☐
88. Oversee book selection	☐	☐	☐	☐	☐	☐	☐	☐
89. Professional assistance with weeding and book withdrawal	☐	☐	☐	☐	☐	☐	☐	☐
90. Co-operating with other regions in planning workshops and programs	☐	☐	☐	☐	☐	☐	☐	☐
91. Co-ordinating conference planning through children's committee	☐	☐	☐	☐	☐	☐	☐	☐
92. Co-ordinating work of children's committee in selecting materials (e.g. filmstrips)	☐	☐	☐	☐	☐	☐	☐	☐
93. Co-ordinating work of children's committee in preparing book lists	☐	☐	☐	☐	☐	☐	☐	☐
94. Co-ordinating work of children's committee in book receiving	☐	☐	☐	☐	☐	☐	☐	☐

	PRESENT SERVICES				IMPORTANCE OF SERVICE			
	not provided	slight provision	just right	provides in excess	not appropriate service	low priority	important service	essential service
95. Working with committee on multi-lingual services	☐	☐	☐	☐	☐	☐	☐	☐
96. Should be directly accessible to all children's librarians in the region	☐	☐	☐	☐	☐	☐	☐	☐

We would like very much to have additional suggestions from you about the services which you would like from the Regional Children's Services Co-ordinator. Would you please list any suggestions below (use an additional sheet if you need one) and indicate how important you think such a service would be



LIBRARY SERVICES FOR CHILDREN

Your public library tries to provide the best possible service to all children in our community. You can help the library by telling us what services your children now receive and what services you would like to have provided by the library. Please give 15 minutes of your time to completing this questionnaire so that this library may best serve the needs of our children.

The following list includes services provided by some public libraries. Would you please read each statement and then do two things:

- 1) Check the box to the right of the statement which indicates to what extent your library now provides this service.
- 2) Put a check mark in the second set of boxes following each statement to indicate how important you think this service is.

For example:

PRESENT SERVICES	IMPORTANCE OF SERVICE
not provided slight provision just right provides in excess	not appropriate service low priority important service essential service

1. providing books for children

☐ ☒ ☐ ☐
☐ ☐ ☒ ☐

POSSIBLE SERVICES TO CHILDREN
IN PUBLIC LIBRARIES

1. Providing games for children to play with in the library
2. Providing place where children can meet with their friends
3. Helping children to learn crafts
4. Allowing children to reserve books which are not on the shelf
5. Providing learning experiences for children under three years of age
6. Providing games for children to take home
7. Helping children find information about hobbies and crafts
8. Providing sex-education materials for children to borrow freely
9. Providing instruction for the use of materials in the adult library
10. Providing magazines for use in finding information for school projects

PRESENT SERVICES				IMPORTANCE OF SERVICE			
<i>not provided</i>	<i>slight provision</i>	<i>just right</i>	<i>provides in excess</i>	<i>not appropriate service</i>	<i>low priority</i>	<i>important service</i>	<i>essential service</i>
☐	☐	☐	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐	☐	☐

	PRESENT SERVICES				IMPORTANCE OF SERVICE			
	not provided	slight provision	just right	provides in excess	not appropriate service	low priority	important service	essential service
11. Providing cassettes of popular music	☐	☐	☐	☐	☐	☐	☐	☐
12. Allowing children to use one library card freely within the region	☐	☐	☐	☐	☐	☐	☐	☐
13. Providing cassette players which can be borrowed	☐	☐	☐	☐	☐	☐	☐	☐
14. Allowing children to request books from another library system within the region, if the book is not available at the local library	☐	☐	☐	☐	☐	☐	☐	☐
15. Providing encyclopaedias for use at home	☐	☐	☐	☐	☐	☐	☐	☐
16. Providing comic books for children	☐	☐	☐	☐	☐	☐	☐	☐
17. Helping children develop a love of reading	☐	☐	☐	☐	☐	☐	☐	☐
18. Providing popular records for children	☐	☐	☐	☐	☐	☐	☐	☐
19. Allowing children to borrow records	☐	☐	☐	☐	☐	☐	☐	☐
20. Providing story hour programs for preschool children	☐	☐	☐	☐	☐	☐	☐	☐
21. Providing photocopy service for children	☐	☐	☐	☐	☐	☐	☐	☐

	PRESENT SERVICES				IMPORTANCE OF SERVICE			
	not provided	slight provision	just right	provides in excess	not appropriate service	low priority	important service	essential service
22. Providing picture books for preschoolers	☐	☐	☐	☐	☐	☐	☐	☐
23. Providing books in languages other than French and English	☐	☐	☐	☐	☐	☐	☐	☐
24. Providing Canadian magazines for children	☐	☐	☐	☐	☐	☐	☐	☐
25. Providing easy-to-read books for seven and eight year olds who are learning to read	☐	☐	☐	☐	☐	☐	☐	☐
26. Providing magazines about hobbies for children	☐	☐	☐	☐	☐	☐	☐	☐
27. Providing popular series books such as Nancy Drew and the Hardy Boys books	☐	☐	☐	☐	☐	☐	☐	☐
28. Providing Canadian stories for children	☐	☐	☐	☐	☐	☐	☐	☐
29. Providing books based on popular television shows such as <u>Happy Days</u> and <u>Star Trek</u>	☐	☐	☐	☐	☐	☐	☐	☐
30. Guiding children in the selection of books suitable for their reading ability and interests	☐	☐	☐	☐	☐	☐	☐	☐
31. Providing help with children's reference questions for school assignments	☐	☐	☐	☐	☐	☐	☐	☐
32. Providing classics of children's literature	☐	☐	☐	☐	☐	☐	☐	☐

	PRESENT SERVICES				IMPORTANCE OF SERVICE			
	<i>not provided</i>	<i>slight provision</i>	<i>just right</i>	<i>provides in excess</i>	<i>not appropriate service</i>	<i>low priority</i>	<i>important service</i>	<i>essential service</i>
33. Providing filmstrips for children's individual use	☐	☐	☐	☐	☐	☐	☐	☐
34. Providing study space for children to do school work	☐	☐	☐	☐	☐	☐	☐	☐
35. Providing Canadian non-fiction materials	☐	☐	☐	☐	☐	☐	☐	☐
36. Providing evening and Sunday services for children	☐	☐	☐	☐	☐	☐	☐	☐
37. Providing recordings of classical music in the children's department	☐	☐	☐	☐	☐	☐	☐	☐
38. Providing programs for parents and children to share	☐	☐	☐	☐	☐	☐	☐	☐
39. Providing toys for preschool children	☐	☐	☐	☐	☐	☐	☐	☐
40. Providing materials for parents on child development	☐	☐	☐	☐	☐	☐	☐	☐
41. Allowing children to use both adult and children's section of the library	☐	☐	☐	☐	☐	☐	☐	☐
42. Providing recordings of poetry for children	☐	☐	☐	☐	☐	☐	☐	☐

	PRESENT SERVICES				IMPORTANCE OF SERVICE			
	not provided	slight provision	just right	provides in excess	not appropriate service	low priority	important service	essential service
43. Providing French-language materials for school-age children	☐	☐	☐	☐	☐	☐	☐	☐
44. Providing meeting rooms for children's groups not sponsored by the library (for example, cub scouts or brownies)	☐	☐	☐	☐	☐	☐	☐	☐
45. Providing materials about ethnic heritage of groups in the community.	☐	☐	☐	☐	☐	☐	☐	☐
46. Providing filmstrip viewers for use in the library	☐	☐	☐	☐	☐	☐	☐	☐
47. Providing sex-education materials for parents to use with children	☐	☐	☐	☐	☐	☐	☐	☐
48. Providing French-language materials for pre-school children	☐	☐	☐	☐	☐	☐	☐	☐
49. Providing non-fiction books to help children with school assignments	☐	☐	☐	☐	☐	☐	☐	☐
50. Provides cassette players for use in the library	☐	☐	☐	☐	☐	☐	☐	☐
51. Allowing children to request books from libraries outside the region	☐	☐	☐	☐	☐	☐	☐	☐

	PRESENT SERVICES				IMPORTANCE OF SERVICE			
	<i>not provided</i>	<i>slight provision</i>	<i>just right</i>	<i>provides in excess</i>	<i>not appropriate service</i>	<i>low priority</i>	<i>important service</i>	<i>essential service</i>
52. Providing help for parents in choosing books for children	☐	☐	☐	☐	☐	☐	☐	☐
53. Providing encyclopaedias for library use by children	☐	☐	☐	☐	☐	☐	☐	☐

We would like very much to hear about other services for children which you would like the library to provide. Would you please list such services, and indicate how important you think they would be.

How often do you visit the library?

Once a week or more _____

Every two or three weeks _____

About once a month _____

Occasionally _____

How far away from the library do you live?

Within walking distance _____

Less than five miles _____

Five to ten miles _____

More than ten miles _____

Is there any public library closer to your home than the one you are using now?

Yes _____ No _____

If you answered Yes, please tell us why you chose to visit this library rather than the one nearest to your home.

Are you a parent? Yes _____ No _____

IF YOU ARE A PARENT, PLEASE ANSWER THE FOLLOWING QUESTIONS:

How many children do you have in each of these age groups?

Under two _____

Not a parent: _____

Two to five _____

Six to nine _____

Ten to 13 _____

14 and over _____

Do you borrow library materials for yourself or other adult members of the family?

No _____

Once in a while _____

On most library visits _____

IF YOU ARE UNDER 18, PLEASE ANSWER THE FOLLOWING QUESTIONS:

How old are you? _____

Why did you come to the library today?

To find information for school project _____

To find some good books to read _____

To attend a program _____

Because friends were coming to the library _____

Nothing else to do _____

To take younger child to library _____

Some other reason (please explain) _____

How often do you use your school library?

Do not attend school _____

Do not have a school library _____

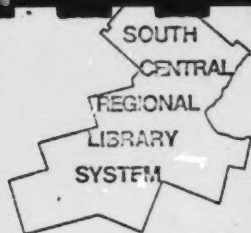
Whenever the teacher takes us there _____

About once a week _____

About once a month _____

Not very often _____

THANK YOU FOR YOUR CO-OPERATION



LIBRARY SERVICES FOR CHILDREN

In the interests of best serving children within the South Central Region, we are exploring the number of services provided to them by their public library systems. Our investigation is twofold:

- 1) in which we determine whether or not specific services are provided by individual libraries
- 2) how important the provision of such services is to school personnel in the community.

To this end, we are providing a questionnaire for you to complete and return to us as early as possible in the envelope provided.

The following list includes services provided by some public libraries. Would you please read each statement and then do two things.

- 1) Check the box to the right of the statement which indicates to what extent your library now provides this service.
- 2) Put a check mark in the second set of boxes following each statement to indicate how important you think this service is.

For example:

PRESENT SERVICES	IMPORTANCE OF SERVICE
not provided slight provision just right Provides in excess	not appropriate service low priority important service essential service

☐ ☐ ☒ ☐
☐ ☐ ☐ ☒

1. providing books for children

POSSIBLE SERVICES TO CHILDREN
IN PUBLIC LIBRARIES

	PRESENT SERVICES				IMPORTANCE OF SERVICE			
	not provided	slight provision	just right	provides in excess	not appropriate service	low priority	important service	essential service
1. Providing games for children to play with in the library	☐	☐	☐	☐	☐	☐	☐	☐
2. Providing place where children can meet with their friends	☐	☐	☐	☐	☐	☐	☐	☐
3. Helping children to learn crafts	☐	☐	☐	☐	☐	☐	☐	☐
4. Allowing children to reserve books which are not on the shelf	☐	☐	☐	☐	☐	☐	☐	☐
5. Providing learning experiences for children under three years of age	☐	☐	☐	☐	☐	☐	☐	☐
6. Providing games for children to take home	☐	☐	☐	☐	☐	☐	☐	☐
7. Helping children find information about hobbies and crafts	☐	☐	☐	☐	☐	☐	☐	☐
8. Providing sex-education materials for children to borrow freely	☐	☐	☐	☐	☐	☐	☐	☐
9. Providing instruction for the use of materials in the adult library	☐	☐	☐	☐	☐	☐	☐	☐
10. Providing magazines for use in finding information for school projects	☐	☐	☐	☐	☐	☐	☐	☐

	PRESENT SERVICES				IMPORTANCE OF SERVICE			
	not provided	slight provision	just right	provides in excess	not appropriate service	low priority	important service	essential service
11. Providing cassettes of popular music	☐	☐	☐	☐	☐	☐	☐	☐
12. Allowing children to use one library card freely within the region	☐	☐	☐	☐	☐	☐	☐	☐
13. Providing cassette players which can be borrowed	☐	☐	☐	☐	☐	☐	☐	☐
14. Allowing children to request books from another library system within the region, if the book is not available at the local library	☐	☐	☐	☐	☐	☐	☐	☐
15. Providing encyclopaedias for use at home	☐	☐	☐	☐	☐	☐	☐	☐
16. Providing comic books for children	☐	☐	☐	☐	☐	☐	☐	☐
17. Helping children develop a love of reading	☐	☐	☐	☐	☐	☐	☐	☐
18. Providing popular records for children	☐	☐	☐	☐	☐	☐	☐	☐
19. Allowing children to borrow records	☐	☐	☐	☐	☐	☐	☐	☐
20. Providing story hour programs for preschool children	☐	☐	☐	☐	☐	☐	☐	☐
21. Providing photocopy service for children	☐	☐	☐	☐	☐	☐	☐	☐

	PRESENT SERVICES				IMPORTANCE OF SERVICE			
	not provided	slight provision	just right	provides in excess	not appropriate service	low priority	important service	essential service
22. Providing picture books for preschoolers	☐	☐	☐	☐	☐	☐	☐	☐
23. Providing books in languages other than French and English	☐	☐	☐	☐	☐	☐	☐	☐
24. Providing Canadian magazines for children	☐	☐	☐	☐	☐	☐	☐	☐
25. Providing easy-to-read books for seven and eight year olds who are learning to read	☐	☐	☐	☐	☐	☐	☐	☐
26. Providing magazines about hobbies for children	☐	☐	☐	☐	☐	☐	☐	☐
27. Providing popular series books such as Nancy Drew and the Hardy Boys books	☐	☐	☐	☐	☐	☐	☐	☐
28. Providing Canadian stories for children	☐	☐	☐	☐	☐	☐	☐	☐
29. Providing books based on popular television shows such as <u>Happy Days</u> and <u>Star Trek</u>	☐	☐	☐	☐	☐	☐	☐	☐
30. Guiding children in the selection of books suitable for their reading ability and interests	☐	☐	☐	☐	☐	☐	☐	☐
31. Providing help with children's reference questions for school assignments	☐	☐	☐	☐	☐	☐	☐	☐
32. Providing classics of children's literature	☐	☐	☐	☐	☐	☐	☐	☐

	PRESENT SERVICES				IMPORTANCE OF SERVICE			
	not provided	slight provision	just right	provides in excess	not appropriate service	low priority	important service	essential service
33. Providing filmstrips for children's individual use	☐	☐	☐	☐	☐	☐	☐	☐
34. Providing study space for children to do school work	☐	☐	☐	☐	☐	☐	☐	☐
35. Providing Canadian non-fiction materials	☐	☐	☐	☐	☐	☐	☐	☐
36. Providing evening and Sunday services for children	☐	☐	☐	☐	☐	☐	☐	☐
37. Providing recordings of classical music in the children's department	☐	☐	☐	☐	☐	☐	☐	☐
38. Providing programs for parents and children to share	☐	☐	☐	☐	☐	☐	☐	☐
39. Providing toys for preschool children	☐	☐	☐	☐	☐	☐	☐	☐
40. Providing materials for parents on child development	☐	☐	☐	☐	☐	☐	☐	☐
41. Allowing children to use both adult and children's section of the library	☐	☐	☐	☐	☐	☐	☐	☐
42. Providing recordings of poetry for children	☐	☐	☐	☐	☐	☐	☐	☐

	PRESENT SERVICES				IMPORTANCE OF SERVICE			
	not provided	slight provision	just right	provides in excess	not appropriate service	low priority	important service	essential service
43. Providing French-language materials for school-age children	☐	☐	☐	☐	☐	☐	☐	☐
44. Providing meeting rooms for children's groups not sponsored by the library (for example, cub scouts or brownies)	☐	☐	☐	☐	☐	☐	☐	☐
45. Providing materials about ethnic heritage of groups in the community	☐	☐	☐	☐	☐	☐	☐	☐
46. Providing filmstrip viewers for use in the library	☐	☐	☐	☐	☐	☐	☐	☐
47. Providing sex-education materials for parents to use with children	☐	☐	☐	☐	☐	☐	☐	☐
48. Providing French-language materials for pre-school children	☐	☐	☐	☐	☐	☐	☐	☐
49. Providing non-fiction books to help children with school assignments	☐	☐	☐	☐	☐	☐	☐	☐
50. Provides cassette players for use in the library	☐	☐	☐	☐	☐	☐	☐	☐
51. Allowing children to request books from libraries outside the region	☐	☐	☐	☐	☐	☐	☐	☐

	PRESENT SERVICES				IMPORTANCE OF SERVICE			
	not provided	slight provision	just right	provides in excess	not appropriate service	low priority	important service	essential service
52. Providing help for parents in choosing books for children	☐	☐	☐	☐	☐	☐	☐	☐
53. Providing encyclopaedias for library use by children	☐	☐	☐	☐	☐	☐	☐	☐

We would like very much to hear about other services for children which you would like the library to provide. Would you please list such services, and indicate how important you think they would be.

What is the name of the public library nearest to your school? _____

Would you please answer the following questions about your school experience

1. My present position is (Please check one)
- Principal _____
- Teacher-Librarian _____
- Teacher _____
- Volunteer _____
- Other (please specify) _____

2. I have been employed in a school system for _____ years

3. I have been in my present position for _____ years

We would like very much to know whether there are any additional services which you would like the public library to provide for children in your school area. Would you please write any suggestions or comments below (use an additional sheet if required). We appreciate your cooperation.

TO THE LIBRARIAN IN CHARGE:

We are enclosing copies of the Library Services to Children survey. These questionnaires are to be completed by adult library users. It is to be anonymous and should not require any assistance from the library staff. Would you please display them prominently near the children's area where parents can see them. Please use the sign included and provide pencils. A carton for the completed questionnaires would expedite their collection.

The completed questionnaires may be returned each week through the Regional Courier Service to

Ms. Shirley Brazier
at the Regional Office

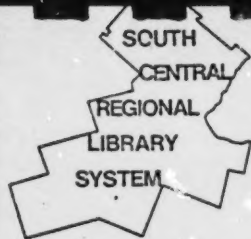
Should there be any questions regarding any aspect of the survey, do not hesitate to telephone me or my Research Assistant, Ms. Ricky Englander at (416) 978-3153
978-7074.

Yours sincerely,

Adèle M. Fasick

Adèle M. Fasick
Associate Professor
Principal Investigator
South Central Regional
Library System Project

AMF/jmc



LIBRARY SERVICES FOR CHILDREN

May 30, 1977

Dear Colleague:

Many of you have already returned your Library Services for Children questionnaire. Please accept our thanks for giving so much care and thought to your response.

In order to make the results as useful as possible it is important that the data reflect the opinions of all librarians. To this end, we urge those of you who have not yet returned the questionnaire, to do so by June 17th. Should you have misplaced it, please call the Research Office at 416-978-3153 and we will be pleased to issue a new one. We trust that this will allow ample time to all, but should there be any problem, feel free to contact Ricky Englander or myself at the above number.

Thank you for your participation,

Adele M. Fasick

Adele M. Fasick
Associate Professor
Principal Investigator
South Central Regional
Library System Project

AF/jmc

A REMINDER: The yellow questionnaires which are to be completed by interested patrons, may be returned to us via the COURIER SERVICE. We urge you to encourage your public to voice their opinion.

TRUSTEES

April 26, 1977

The South Central Library System is conducting a study of children's library services in this area. As part of the study, we are asking all of the trustees of member libraries to fill out the enclosed questionnaire so that we will learn more about the goals and priorities of libraries throughout the region.

Because you are a library trustee, we know that you are keenly interested in the ways in which individual libraries can serve their various publics within the region. We hope that you will take half an hour to answer this questionnaire and return it as soon as possible. Your co-operation will help to provide better service for all of the libraries within the region.

If you have any questions about this study, please call me or my research assistant, Ms. Ricky Englander, at (416) 978-3153.

Yours sincerely,

Adele M. Fasick

Adele M. Fasick
Associate Professor
Principal Investigator
South Central Regional
Library System Project

AMF/jmc
Encl.

May 30, 1977

TRUSTEES - FOLLOW-UP

About a month ago, a questionnaire was sent to you concerning children's library services in the libraries within the South Central Regional Library System. As you know, the questionnaires are anonymous. Since we have no way of knowing which individuals have returned the questionnaires and which have not, we are sending this letter to all of the trustees.

Many of you have completed your questionnaires and returned them. We are grateful for the care and time that you devoted to your answers. The information you have given us should help libraries throughout the region to set goals and priorities for future development of children's services.

If you have not yet had a chance to complete your questionnaire and return it in the stamped envelope provided for you, would you please try to do so by June 15th at the latest.

As a trustee, you may not be familiar with all of the services currently offered in the children's department of your library, but you no doubt have ideas about what kinds of services should be offered. If you wish, you may just complete the section of the questionnaire (the right-hand column) which offers you a chance to give your opinion of the importance of a variety of services both on the local library and the regional level.

We know that trustees are busy people with many demands upon their time, but we hope that you will take time to complete this questionnaire. If you have any questions about the study, please call me or my research assistant, Ms. Ricky Englander, at (416) 978 3153.

Yours sincerely,

Adele M. Fasick

Adele M. Fasick
Associate Professor
Principal Investigator
South Central Regional
Library System Project

SCHOOLS

April 25, 1977

Dear

The South Central Regional Library System is conducting a survey of library services to children in this area. This research is being done by the Centre for Research in Librarianship, Faculty of Library Science, University of Toronto.

With the permission of your Superintendent, we are enclosing two copies of a questionnaire. Where possible, it is our intent to have one completed by the librarian or teacher most directly responsible for library services, and the other by the school principal. Should your school not have its own library service, would you be so kind as to select a teacher from your staff to fill in the other questionnaire.

We hope that you will be willing to take part in this study which should help to provide better library service for your community.

If you have any questions about the project, please call me or our research assistant, Ms. Ricky Englander, at (416) 978 3153.

Yours sincerely,

Adele M. Fasick

Adele M. Fasick
Associate Professor
Principal Investigator,
South Central Regional
Library System Project

AMF/jmc
Encl.

May 30, 1977

About a month ago, you received two copies of a questionnaire concerning public library services to children. These questionnaires are part of a survey being conducted by the South Central Regional Library System in an effort to discover what kinds of library services and collections are most needed in the community.

You were asked to complete one questionnaire yourself, and to give one to your teacher/librarian or another staff member interested in library services. We realize, of course, that you and your staff members are very busy, especially at this time when the school year is ending. We would appreciate it very much, however, if you would take fifteen minutes of your time to answer the questionnaire and return it in the stamped envelope provided before June 10.

If you feel that you are not familiar enough with public library services to children to answer questions about the services provided, we would appreciate your answering the section of the questionnaire (the right-hand column) which asks your opinion about the importance of various services. We are sure that you have some ideas about the kind of public library services which would best prepare children for school and complement the work of your school library.

If you have any questions about this study, please call me or my research assistant Ms. Ricky Englander at (416) 978-3153.

Yours sincerely,

Adele M. Fasick

Adele M. Fasick
Associate Professor
Principal Investigator
South Central Regional
Library System Project

DAY CARE CENTRES, NURSERY
AND OTHER SCHOOLS

April 26, 1977

The public library tries to serve all children in the community. In an attempt to discover how well libraries in the area are fulfilling this goal, the South Central Regional Library System is conducting a survey of parents and teachers.

Because you are a teacher, we are eager to learn what library services you need and want from the public library. Would you please take fifteen minutes to answer the enclosed questionnaire and return it in the stamped self-addressed envelope. Your help will enable libraries to develop and expand their services to children in the most appropriate ways.

If you have any questions about this study, please call me or my research assistant Ms. Ricky Englander at (416) 978-3153.

Yours sincerely,

Adele M. Fasick

Adele M. Fasick
Associate Professor
Principal Investigator
South Central Regional
Library System Project

AMF/jmc
Enc.

DAY CARE CENTRES, NURSERY
AND OTHER SCHOOLS - FOLLOW-UP

May 30, 1977

About a month ago, you received a questionnaire concerning public library services to children. This questionnaire is part of a survey being conducted by the South Central Regional Library System in an effort to discover what kinds of library services and collections are most needed in the community.

We realize that you are very busy, but we would appreciate it if you would take fifteen minutes of your time to answer the questionnaire and return it in the stamped envelope provided before June 10.

If you feel that you are not familiar enough with public library services to children to answer questions about the services provided, we would appreciate your answering the section of the questionnaire (the right-hand column) which asks your opinion about the importance of various services. We are sure that as a teacher you have some ideas about the kinds of public library services which would best serve the needs of the children under your care.

If you have any questions about this study, please call me or my research assistant Ms. Ricky Englander at (416) 978-3153.

Yours sincerely,

Adele M. Fasick

Adele M. Fasick
Associate Professor
Principal Investigator
South Central Regional
Library System Project

AMF/jmc

APPENDIX C

TABLES OF FREQUENCIES
ON INDIVIDUAL ITEMS

TABLE C-1

CANADIAN MATERIALS - RESPONSES OF ALL GROUPS TO INDIVIDUAL ITEMS

 Providing Canadian magazines for children

provision %		importance %	
not provided	4.5	not appropriate	0.4
slight provision	38.2	low priority	11.6
just right	55.9	important	53.1
in excess	1.4	essential	34.9

Providing Canadian stories for children

provision %		importance %	
not provided	0.7	not appropriate	0.2
slight provision	27.7	low priority	5.4
just right	68.0	important	48.4
in excess	3.6	essential	46.1

Providing Canadian non-fiction materials for children

provision %		importance %	
not provided	1.0	not appropriate	0.2
slight provision	29.2	low priority	4.4
just right	66.5	important	51.7
in excess	3.3	essential	43.7

TABLE C-2

NON-PRINT MATERIALS - RESPONSES OF ALL GROUPS TO INDIVIDUAL ITEMS

Providing cassettes of popular music				Providing popular records for children			
provision %		importance %		provision %		importance %	
not provided	59.9	not appropriate	16.7	not provided	19.8	not appropriate	8.3
slight provision	18.6	low priority	51.6	slight provision	39.8	low priority	36.5
just right	21.1	important	27.8	just right	38.9	important	42.8
in excess	0.7	essential	3.8	in excess	1.3	essential	12.4
Providing recordings of poetry for children				Providing recordings of classical music in the children's department			
provision %		importance %		provision %		importance %	
not provided	42.1	not appropriate	7.6	not provided	46.6	not appropriate	9.6
slight provision	35.8	low priority	34.7	slight provision	31.3	low priority	34.9
just right	21.9	important	48.3	just right	20.9	important	45.1
in excess	0.2	essential	9.4	in excess	1.2	essential	10.4
Providing cassette players for use in the library				Providing cassette players which can be borrowed			
provision %		importance %		provision %		importance %	
not provided	63.8	not appropriate	16.8	not provided	80.8	not appropriate	33.1
slight provision	1.6	low priority	33.3	slight provision	10.9	low priority	44.8
just right	18.9	important	39.3	just right	8.1	important	17.8
in excess	1.0	essential	10.6	in excess	0.3	essential	4.3
Allowing children to borrow records				Providing film strips for children's individual use			
provision %		importance %		provision %		importance %	
not provided	32.6	not appropriate	12.5	not provided	66.1	not appropriate	14.7
slight provision	20.2	low priority	32.7	slight provision	16.1	low priority	41.0
just right	44.1	important	41.9	just right	14.4	important	33.6
in excess	3.1	essential	12.9	in excess	3.4	essential	10.7
Providing film strip viewers for use in the library				Providing games for children to play with in the library			
provision %		importance %		provision %		importance %	
not provided	67.2	not appropriate	14.1	not provided	47.1	not appropriate	18.0
slight provision	14.3	low priority	32.8	slight provision	32.2	low priority	54.9
just right	15.8	important	42.0	just right	20.4	important	22.5
in excess	2.8	essential	11.0	in excess	0.2	essential	4.5

TABLE C-3

NON-ENGLISH LANGUAGE MATERIALS - RESPONSE OF ALL GROUPS TO INDIVIDUAL ITEMS

Providing books in languages other than French and English

provision %		importance %	
not provided	28.6	not appropriate	7.6
slight provision	47.5	low priority	31.7
just right	22.7	important	44.1
in excess	1.2	essential	16.6

Providing French-language materials for school-age children

provision %		importance %	
not provided	22.1	not appropriate	4.0
slight provision	52.1	low priority	25.5
just right	25.1	important	54.3
in excess	0.8	essential	16.2

Providing French-language materials for preschool children

provision %		importance %	
not provided	46.9	not appropriate	16.2
slight provision	39.1	low priority	35.6
just right	13.4	important	37.2
in excess	0.5	essential	16.9

Providing materials about ethnic heritage of groups in the community

provision %		importance %	
not provided	17.2	not appropriate	3.2
slight provision	54.9	low priority	19.4
just right	26.2	important	58.8
in excess	1.7	essential	18.6

TABLE C-4

MARGINAL MATERIALS - RESPONSES OF ALL GROUPS TO INDIVIDUAL ITEMS

Providing games for children to take home				Providing toys for preschool children			
provision %		importance %		provision %		importance %	
not provided	71.0	not appropriate	34.7	not provided	61.6	not appropriate	34.2
slight provision	13.5	low priority	42.0	slight provision	17.5	low priority	36.5
just right	15.0	important	20.0	just right	19.6	important	21.8
in excess	0.4	essential	3.3	in excess	1.3	essential	7.6
Providing sex education materials for children to borrow freely							
provision %		importance %					
not provided	17.7	not appropriate	11.8				
slight provision	34.6	low priority	18.3				
just right	46.7	important	51.9				
in excess	0.7	essential	18.1				
Providing comic books for children							
provision %		importance %					
not provided	75.9	not appropriate	47.9				
slight provision	14.4	low priority	41.0				
just right	8.6	important	9.9				
in excess	1.2	essential	1.2				
Providing popular 'series' books							
provision %		importance %					
not provided	18.8	not appropriate	5.1				
slight provision	32.6	low priority	31.2				
just right	46.3	important	46.5				
in excess	2.3	essential	17.3				
Providing books based on popular television shows							
provision %		importance %					
not provided	34.2	not appropriate	15.5				
slight provision	43.8	low priority	51.1				
just right	20.2	important	26.4				
in excess	1.8	essential	7.0				

TABLE C-5

TRADITIONAL SERVICES - RESPONSES OF ALL GROUPS TO INDIVIDUAL ITEMS

Helping children to find information about hobbies and crafts				Helping children to develop a love of reading			
provision %		importance %		provision %		importance %	
not provided	1.4	not appropriate	1.3	not provided	2.3	not appropriate	0.9
slight provision	15.0	low priority	4.5	slight provision	16.0	low priority	1.1
just right	78.6	important	64.7	just right	72.5	important	21.4
in excess	4.9	essential	29.4	in excess	9.2	essential	76.5
Providing story hour programs for preschool children				Providing magazines about hobbies for children			
provision %		importance %		provision %		importance %	
not provided	7.2	not appropriate	4.9	not provided	9.0	not appropriate	0.4
slight provision	11.0	low priority	3.9	slight provision	34.7	low priority	12.5
just right	75.2	important	41.4	just right	52.9	important	59.1
in excess	6.6	essential	49.8	in excess	3.4	essential	28.1
Providing picture books for preschool children				Guiding children in the selection of books suitable for their reading ability and interests			
provision %		importance %		provision %		importance %	
not provided	5.2	not appropriate	4.1	not provided	2.5	not appropriate	0.4
slight provision	13.0	low priority	1.8	slight provision	16.7	low priority	1.1
just right	69.9	important	36.6	just right	72.0	important	30.6
in excess	11.8	essential	57.5	in excess	8.7	essential	67.9
Providing materials for parents on child development				Providing classics of children's literature			
provision %		importance %		provision %		importance %	
not provided	8.2	not appropriate	4.1	not provided	1.8	not appropriate	0.4
slight provision	30.5	low priority	7.2	slight provision	17.5	low priority	4.1
just right	58.6	important	55.0	just right	75.7	important	46.0
in excess	2.7	essential	33.7	in excess	5.1	essential	49.5
Providing help for parents in choosing books for children				Providing sex education materials for parents to use with children			
provision %		importance %		provision %		importance %	
not provided	6.3	not appropriate	1.7	not provided	19.2	not appropriate	4.8
slight provision	27.3	low priority	8.3	slight provision	39.9	low priority	12.0
just right	60.2	important	47.2	just right	39.7	important	54.5
in excess	6.3	essential	42.8	in excess	1.2	essential	28.7

TABLE C-6

PRESCHOOL SERVICES - RESPONSES OF ALL GROUPS TO INDIVIDUAL ITEMS

 Providing learning experiences for children under three years of age

provision %		importance %	
not provided	47.5	not appropriate	21.5
slight provision	23.7	low priority	26.4
just right	26.9	important	37.9
in excess	1.9	essential	14.3

Providing toys for preschool children

provision %		importance %	
not provided	61.6	not appropriate	34.2
slight provision	17.5	low priority	36.5
just right	19.6	important	21.8
in excess	1.3	essential	7.6

Providing French-language materials for preschool children

provision %		importance %	
not provided	46.9	not appropriate	16.2
slight provision	39.1	low priority	35.6
just right	13.4	important	37.2
in excess	0.5	essential	10.9

Providing picture books for preschoolers

provision %		importance %	
not provided	5.2	not appropriate	4.1
slight provision	13.0	low priority	1.8
just right	69.9	important	36.6
in excess	11.8	essential	57.5

Providing story hour programs for preschool children

provision %		importance %	
not provided	7.2	not appropriate	4.9
slight provision	11.0	low priority	3.9
just right	75.2	important	41.4
in excess	6.6	essential	49.8

TABLE C-7

SCHOOL-RELATED SERVICES - RESPONSES OF ALL GROUPS TO INDIVIDUAL ITEMS

Providing instruction for the use of materials in the adult library				Providing study space for children to do school work			
provision %		importance %		provision %		importance %	
not provided	11.6	not appropriate	3.5	not provided	10.0	not appropriate	3.2
slight provision	30.8	low priority	12.6	slight provision	34.6	low priority	14.3
just right	54.3	important	50.9	just right	51.9	important	51.0
in excess	3.3	essential	33.0	in excess	3.4	essential	31.5
Providing help with children's reference questions for school assignments				Providing non-fiction books to help children with school assignments			
provision %		importance %		provision %		importance %	
not provided	2.4	not appropriate	1.0	not provided	0.9	not appropriate	0.2
slight provision	15.3	low priority	3.1	slight provision	17.9	low priority	4.8
just right	70.5	important	38.0	just right	71.3	important	46.5
in excess	11.8	essential	57.9	in excess	10.0	essential	48.5
Providing encyclopaedias for library use by children				Providing encyclopaedias for use at home			
provision %		importance %		provision %		importance %	
not provided	1.7	not appropriate	0.6	not provided	32.3	not appropriate	12.6
slight provision	12.0	low priority	1.7	slight provision	20.6	low priority	19.5
just right	77.2	important	37.5	just right	42.9	important	45.7
in excess	9.1	essential	60.2	in excess	4.2	essential	22.2
Providing magazines for use in finding information for school projects							
provision %		importance %					
not provided	5.5	not appropriate	1.3				
slight provision	31.5	low priority	10.9				
just right	58.7	important	52.9				
in excess	4.3	essential	34.9				
Providing easy to read books for seven and eight year olds who are learning to read							
provision %		importance %					
not provided	1.3	not appropriate	0.4				
slight provision	16.8	low priority	0.8				
just right	72.9	important	31.6				
in excess	9.0	essential	67.2				

TABLE C-8

ACCESS TO MATERIALS OUTSIDE THE LIBRARY - RESPONSE OF ALL GROUPS TO INDIVIDUAL ITEMS

Allowing children to reserve books which are not on the shelf				Allowing children to use adult and children's sections of the library			
provision %		importance %		provision %		importance %	
not provided	10.2	not appropriate	2.4	not provided	15.2	not appropriate	9.5
slight provision	16.2	low priority	15.3	slight provision	22.7	low priority	15.6
just right	70.2	important	58.0	just right	56.8	important	52.2
in excess	3.5	essential	24.3	in excess	5.2	essential	22.7
Allowing children to use one card freely within the region							
provision %		importance %					
not provided	17.7	not appropriate	7.1				
slight provision	6.9	low priority	15.4				
just right	71.1	important	48.5				
in excess	4.4	essential	28.9				
Allowing children interlibrary loans within the region				Allowing children to request books from libraries outside the region			
provision %		importance %		provision %		importance %	
not provided	22.5	not appropriate	7.5	not provided	41.9	not appropriate	15.1
slight provision	24.4	low priority	18.4	slight provision	25.2	low priority	30.9
just right	48.3	important	47.6	just right	28.4	important	37.1
in excess	4.8	essential	26.5	in excess	4.5	essential	16.9
Providing photocopy service for children							
provision %		importance %					
not provided	20.2	not appropriate	10.5				
slight provision	13.4	low priority	22.1				
just right	62.5	important	49.9				
in excess	3.9	essential	17.5				
Providing evening and Sunday services for children							
provision %		importance %					
not provided	34.7	not appropriate	15.3				
slight provision	24.3	low priority	22.2				
just right	39.2	important	42.6				
in excess	1.8	essential	19.8				

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TABLE C-9

SOCIAL ASPECTS OF LIBRARY SERVICE - RESPONSES OF ALL GROUPS TO INDIVIDUAL ITEMS

Providing a place where children can meet with their friends

provision %		importance %	
not provided	23.7	not appropriate	18.5
slight provision	32.9	low priority	36.6
just right	42.2	important	37.5
in excess	1.2	essential	7.4

Providing meeting rooms for children's groups not sponsored by the library (cubscouts, brownies)

provision %		importance %	
not provided	64.4	not appropriate	32.1
slight provision	17.0	low priority	36.5
just right	14.4	important	25.0
in excess	1.1	essential	6.3

Providing programs for parents and children to share

provision %		importance %	
not provided	39.3	not appropriate	7.6
slight provision	37.8	low priority	22.1
just right	22.0	important	51.5
in excess	0.9	essential	18.8

Helping children to learn crafts

provision %		importance %	
not provided	18.6	not appropriate	7.8
slight provision	42.7	low priority	37.7
just right	36.5	important	45.9
in excess	2.3	essential	8.6

TABLE C-10

FACILITATING ACCESS TO MATERIALS -
RESPONSES OF LIBRARIANS AND TRUSTEES TO INDIVIDUAL ITEMS

Providing cataloguing and classification of new materials

provision %		importance %	
not provided	28.9	not appropriate	17.5
slight provision	15.8	low priority	16.7
just right	53.5	important	40.0
in excess	1.8	essential	25.8

Providing inter-library loan services for children

provision %		importance %	
not provided	24.1	not appropriate	6.6
slight provision	48.2	low priority	36.4
just right	27.7	important	39.7
in excess	nil	essential	17.4

Providing easily available courier service

provision %		importance %	
not provided	1.7	not appropriate	0.2
slight provision	7.7	low priority	3.3
just right	88.0	important	48.0
in excess	2.6	essential	48.0

Co-ordinating reciprocal borrowing between systems in the
Region

provision %		importance %	
not provided	7.5	not appropriate	0.9
slight provision	25.2	low priority	11.1
just right	66.4	important	50.4
in excess	0.9	essential	37.6

Providing frequent courier service

provision %		importance %	
not provided	nil	not appropriate	1.7
slight provision	10.8	low priority	3.3
just right	85.6	important	51.7
in excess	3.6	essential	43.3

TABLE C-11

REGIONAL ASSISTANCE WITH FUNDING -
RESPONSES OF LIBRARIANS AND TRUSTEES TO INDIVIDUAL ITEMS

Funding special events and activities

provision %		importance %	
not provided	8.0	not appropriate	4.1
slight provision	36.3	low priority	11.6
just right	55.8	important	63.6
in excess	nil	essential	20.7

Sponsoring staff at conference and workshops

provision %		importance %	
not provided	4.6	not appropriate	nil
slight provision	39.8	low priority	8.8
just right	55.6	important	58.8
in excess	nil	essential	32.5

TABLE C-12

**REGIONAL COMMUNICATION ACTIVITIES -
RESPONSES OF LIBRARIANS AND TRUSTEES TO INDIVIDUAL ITEMS**

News releases for distribution to media

provision %		importance %	
not provided	26.3	not appropriate	9.3
slight provision	43.2	low priority	20.6
just right	29.5	important	56.1
in excess	1.1	essential	14.0

An exchange of information with other regions about children's activities

provision %		importance %	
not provided	26.8	not appropriate	nil
slight provision	49.5	low priority	18.3
just right	23.7	important	60.6
in excess	nil	essential	21.1

Should be directly accessible to all children's librarians in the Region

provision %		importance %	
not provided	7.5	not appropriate	1.9
slight provision	23.7	low priority	15.2
just right	67.7	important	56.2
in excess	1.1	essential	26.7

Provision of inter-region newsletter

provision %		importance %	
not provided	8.4	not appropriate	2.4
slight provision	11.8	low priority	24.8
just right	78.2	important	60.0
in excess	1.7	essential	12.8

Provision of advertising and promotion materials

provision %		importance %	
not provided	1.7	not appropriate	3.3
slight provision	32.5	low priority	9.2
just right	65.0	important	65.0
in excess	0.9	essential	22.5

TABLE C-13

OUTREACH SERVICES -
RESPONSES OF LIBRARIANS AND TRUSTEES TO INDIVIDUAL ITEMS

Providing special programs and activities which I may request for my library			
provision %		importance %	
not provided	5.1	not appropriate	4.0
slight provision	40.7	low priority	15.3
just right	51.7	important	62.9
in excess	2.5	essential	17.7
Providing outreach services such as dial-a-story			
provision %		importance %	
not provided	86.9	not appropriate	25.2
slight provision	9.3	low priority	48.7
just right	3.7	important	20.9
in excess	nil	essential	5.2
Providing workshops for adults in storytelling or conducting programs for children			
provision %		importance %	
not provided	35.5	not appropriate	10.3
slight provision	23.4	low priority	19.0
just right	40.2	important	50.9
in excess	0.9	essential	19.8

TABLE C-14

PROFESSIONAL DEVELOPMENT ACTIVITIES -
RESPONSES OF LIBRARIANS AND TRUSTEES TO INDIVIDUAL ITEMS

Sponsoring valuable conferences and workshops

provision %		importance %	
not provided	3.3	not appropriate	2.4
slight provision	22.5	low priority	4.1
just right	73.3	important	47.2
in excess	0.8	essential	46.3

Workshops and conferences relevant to my library job

provision %		importance %	
not provided	3.8	not appropriate	nil
slight provision	29.8	low priority	4.4
just right	66.3	important	61.9
in excess	nil	essential	33.6

Co-operating with other regions in planning workshops and programs

provision %		importance %	
not provided	16.7	not appropriate	2.7
slight provision	39.6	low priority	20.0
just right	42.7	important	62.7
in excess	1.0	essential	14.5

TABLE C-15

REGIONAL WORK WITH COMMITTEES -
RESPONSES OF LIBRARIANS AND TRUSTEES TO INDIVIDUAL ITEMS

Working with the children's committee in planning summer reading program				Co-ordinating the work of the children's committee in preparing book lists			
provision %		importance %		provision %		importance %	
not provided	16.7	not appropriate	6.3	not provided	25.6	not appropriate	9.1
slight provision	20.6	low priority	12.5	slight provision	32.2	low priority	20.2
just right	59.8	important	62.5	just right	42.2	important	58.6
in excess	2.9	essential	18.8	in excess	nil	essential	12.1
Provide regular meetings with children's librarians in the region for discussion of professional problems				Working with the children's committee on multi-lingual services			
provision %		importance %		provision %		importance %	
not provided	7.3	not appropriate	0.9	not provided	29.6	not appropriate	3.0
slight provision	20.8	low priority	15.1	slight provision	38.3	low priority	29.3
just right	68.8	important	56.6	just right	32.1	important	59.6
in excess	2.1	essential	27.4	in excess	nil	essential	8.1
Organize book selection committees to systematically evaluate books							
provision %		importance %					
not provided	60.9	not appropriate	13.1				
slight provision	16.1	low priority	32.3				
just right	23.0	important	41.4				
in excess	nil	essential	13.1				
Co-ordinate conference planning through the children's committee							
provision %		importance %					
not provided	10.9	not appropriate	5.7				
slight provision	13.0	low priority	13.3				
just right	75.0	important	65.7				
in excess	1.1	essential	15.2				
Co-ordinating the work of the children's committee in selecting materials							
provision %		importance %					
not provided	22.6	not appropriate	9.2				
slight provision	33.3	low priority	26.5				
just right	44.0	important	57.1				
in excess	nil	essential	7.1				

TABLE C-16

REGIONAL ASSISTANCE IN MATERIALS SELECTION -
RESPONSES OF LIBRARIANS AND TRUSTEES TO INDIVIDUAL ITEMS

Assisting in book selection				Providing book lists for children			
provision %		importance %		provision %		importance %	
not provided	31.2	not appropriate	14.2	not provided	17.3	not appropriate	4.3
slight provision	30.3	low priority	20.4	slight provision	44.2	low priority	19.1
just right	38.5	important	46.0	just right	36.5	important	62.6
in excess	nil	essential	19.5	in excess	1.0	essential	13.9
Oversee book selection							
provision %		importance %					
not provided	65.1	not appropriate	36.7				
slight provision	17.4	low priority	29.6				
just right	17.4	important	24.5				
in excess	nil	essential	9.2				
Providing the opportunity for librarians to examine books for possible selection							
provision %		importance %					
not provided	8.6	not appropriate	2.6				
slight provision	22.9	low priority	10.4				
just right	68.6	important	54.8				
in excess	nil	essential	32.2				
Providing book reviews with books for librarians to examine for possible selection							
provision %		importance %					
not provided	43.9	not appropriate	1.9				
slight provision	24.5	low priority	18.9				
just right	28.6	important	52.8				
in excess	3.1	essential	26.4				
provision %		importance %					
not provided		not appropriate					
slight provision		low priority					
just right		important					
in excess		essential					

TABLE C-17

REGIONAL RESEARCH AND DEVELOPMENT ACTIVITIES -
RESPONSES OF LIBRARIANS AND TRUSTEES TO INDIVIDUAL ITEMS

Sponsoring local pilot projects in Children's services

provision %		importance %	
not provided	31.1	not appropriate	4.3
slight provision	45.3	low priority	24.6
just right	23.6	important	57.8
in excess	nil	essential	13.8

Promoting and sponsoring job-relevant research

provision %		importance %	
not provided	20.8	not appropriate	0.9
slight provision	50.5	low priority	23.1
just right	28.7	important	59.3
in excess	nil	essential	16.7

TABLE C-18

REGIONAL ASSISTANCE WITH SPECIAL COLLECTIONS -
RESPONSES OF LIBRARIANS AND TRUSTEES TO INDIVIDUAL ITEMS

Providing special loan collections in languages other than
French and English

provision %		importance %	
not provided	36.2	not appropriate	3.3
slight provision	42.2	low priority	34.3
just right	20.7	important	50.8
in excess	0.9	essential	11.5

Providing special equipment for libraries to borrow

provision %		importance %	
not provided	16.5	not appropriate	4.5
slight provision	55.3	low priority	16.1
just right	27.2	important	67.9
in excess	1.0	essential	11.6

Providing books for blind and other handicapped children

provision %		importance %	
not provided	38.3	not appropriate	2.6
slight provision	39.3	low priority	14.8
just right	21.5	important	53.9
in excess	0.9	essential	28.7

TABLE C-19

PROFESSIONAL ASSISTANCE FROM REGION -
RESPONSES OF LIBRARIANS AND TRUSTEES TO INDIVIDUAL ITEMS

Provide orientation for new staff members in the children's services departments of individual libraries				Maintain a professional library at regional headquarters for children's librarians			
provision %		importance %		provision %		importance %	
not provided	56.9	not appropriate	21.1	not provided	50.0	not appropriate	10.4
slight provision	26.5	low priority	18.4	slight provision	36.6	low priority	30.2
just right	16.7	important	43.0	just right	13.4	important	44.8
in excess	nil	essential	17.5	in excess	nil	essential	14.6
Provide professional advice and assistance				Provide professional assistance with weeding and book withdrawal			
provision %		importance %		provision %		importance %	
not provided	9.1	not appropriate	1.7	not provided	50.5	not appropriate	27.3
slight provision	31.8	low priority	12.8	slight provision	33.0	low priority	22.7
just right	54.5	important	45.3	just right	14.4	important	38.2
in excess	4.5	essential	40.2	in excess	2.1	essential	11.8
Plan summer reading programs							
provision %		importance %					
not provided	11.7	not appropriate	7.1				
slight provision	25.2	low priority	17.7				
just right	61.2	important	61.1				
in excess	1.9	essential	14.2				
Provision of regular collection evaluation for individual libraries							
provision %		importance %					
not provided	69.9	not appropriate	17.6				
slight provision	19.6	low priority	26.5				
just right	16.5	important	43.1				
in excess	1.0	essential	12.7				
Provide bibliographies of professional reading for librarians							
provision %		importance %					
not provided	34.4	not appropriate	4.7				
slight provision	37.5	low priority	27.4				
just right	26.0	important	55.7				
in excess	2.1	essential	12.3				

APPENDIX D

SELECTED COMMENTS FROM RESPONDENTS

The following are comments and suggestions made by respondents in answer to the open-ended question. The responses were many and varied, and are repeated here exactly as they were received. There has been no attempt to reproduce all of the many remarks, but rather to illustrate the different feelings and points of view in the Regional community. The trustees' remarks were too few to include while still protecting anonymity.

COMMENTS OF SCHOOL PERSONNEL TO OPEN-ENDED
REQUEST FOR ADDITIONAL REMARKS

- We would like very much to know whether there are any additional services which you would like the public library to provide for children in your school area. Would you please write any suggestions or comments below (use an additional sheet if required). We appreciate your cooperation.
- I did this survey with a level 6 class who have used the library over the years. The message I got was that the children were either ignored (and talked down to) or they got a "super lecture" on using the library when they were desperate for help. There seemed to be a strong feeling that there was no in-between. When I asked that, provided their behaviour was appropriate, did they feel welcome, they said, "no". I sincerely mean this as helpful, constructive criticism and am just conveying their message
- libraries in the schools have been built up over the past 15-20 years to do an excellent job - however, they are closed during summer months and programs are more important then. Crafts, contests, clubs, hobbies, etc. puppet shows - storytime - all are used to get children into the libraries (which are still much better equipped than school libraries in spite of above comment)
- I feel that the Brantford libraries are really providing a terrific service to the people of Brantford. In the last couple of years they have shown a great improvement in their services and are now getting into supplying more audio-visual equipment
- I would prefer to see the public library continue to do an excellent job of a limited number of services, rather than over-extend limited staff and budget resources on services which can be provided by more appropriate community agencies
- perhaps a parent or teacher could sign for material if it is really necessary for a child to use it for a class project or presentation. In this way there would be guarantee of a sincere need, rather than for fun or play
- with unlimited resources, the library could be all things to all people. I feel that this is unrealistic

- one can overdo services for children because so many have so little concern for the property of others - either in care or use. The library should not take on roles that belong to parents. Public behaviour is poor with many youngsters now too, and adults are already fed up with "give the kids the world" philosophy (sic)
- we have 9 classes (Grade I-V) each of which visits the library for one hour, once every two weeks during the school year. These visits do much to encourage the children to read and teach them how to use the library
- I think the services provided are ample; not necessarily abundant, but ample. Too often, too much is provided - a great weakness. Sometimes, a bit of difficulty, experienced in getting what we need is a more valuable lesson in itself than the facts we are pursuing. Certainly library services should be expanded - but gradually
- our library is too small in building area and too poorly staffed to do any more than they do! In fact the two librarians and one part-time assistant are greatly overworked
- I have left blank some items in present services since I was not sure of what is actually available
- my obvious lack of knowing what services are now offered, makes me realize that I need more information in this area. Do you publish a brochure as to what is offered, for children and adults, as well? This is an essential service! We can't take advantage of a service, if we don't know it's there
- this survey points out very clearly to me my lack of knowledge about the library in the school community. I know so few of the answers. I have not attempted to complete that side. Sometime soon I should visit Weale library
- I feel the primary role of the library in the community is to foster and encourage the reading habit. So long as you keep this goal in mind you are fulfilling your function. I still regard the library as an oasis of calm, it disturbs me to go in and find children in noisy activities, the radio playing rock and roll and no corner where there is real quiet
- Oakville Library System is very progressive. They are innovative in their programs and provide very good service in all areas
- Books - a library is a place for books, for study, for pleasure reading, for borrowing. It is not for toys, for a hangout or a meeting place. It is better to be good in a few things, than barely adequate in many!!
- I would like to see a closer relationship between the school library and the public library. We need better hours of open time for our public library
- some means of communicating school programs to libraries in order not to over-extend services which libraries provide - (essential)

- our children attend a story hour one morning a month. As their teacher I would like to remain with them so that I know and can report what the librarian has presented to the group

SUGGESTIONS FOR SPECIFIC SERVICES MADE
BY SCHOOL PERSONNEL INCLUDE THE FOLLOWING

- frequent use of travelling libraries to nursery schools
- training workshops for teachers re books, materials presently available to both teachers and children
- providing films and audio visual equipment
- reserve book system
- provision of periodicals for non-fiction research purposes
- more visitations by authors and publishers - larger gatherings with school children
- poetry reading sessions
- Public Library Themes - in which all materials on a particular subject are displayed for a week at a time. Themes would be linked up with typical school themes - Pioneers Week, Adventure and Suspense, Undersea Adventures, The Canadian North, Hobbies
- puppet shows
- appreciation of music
- with so many professional development days and holidays, children should be encouraged to use the libraries. More sitting-room space should be provided, more programmes for these days initiated. TV programmes discussed and evaluated, more dramatic activities should be provided. More programmes with ethical values organized to provide far more stimulation of values such as honesty, trust, self-discipline, self-esteem, social awareness, respect and self-respect. A lot could be done to guide our youth subtly away from violence toward our old-fashioned values (sic)
- guest speakers might be invited to come to libraries to talk to children on a variety of topics - space, nature, historical battles or characters etc. - on a child's level. e.g. 8 - 12 yr. olds
- book lists could be made available with suggestions of books - (titles, number, author), on different topics for different grades. Since I am a nursery school teacher I would really appreciate a list of books on

topics such as - birth, death, fear, love, farms, plants, health etc. for children 3 - 6 yrs. to use as a reference for teachers. Some books are good to read to an individual child but are not suitable to use in a nursery school for a group of children

- film presentations of children's classics to encourage children to read the books
- displays, demonstrations or workshops by local artisans, e.g., ceramics, chess, etc.
- might establish book exchange (paperback) for children
- establish dial-a-story for young children (involve high school students to record)
- educational toys
- games that stimulate learning
- high interest controlled vocabulary books
- tactile books
- more multi media displays
- books on dealing with children who experience social and academic problems
- greater concentration on tapes film strips and recordings for non-readers
- chess and backgammon contests
- music recitals
- small animal and bird displays
- children's drama group
- trips to events at other libraries in the region
- more children's story hours for pre-schoolers, especially during professional development, summer, and school break holidays. This is a service that is needed in our area for pre-school programs
- as a nursery school supervisor I feel the special collection of pre-school books which are being changed every three weeks is an essential service to the nursery schools in this area. Perhaps other libraries could extend themselves as ours has. Librarian coming out to visit bringing puppets, film-strips or books - once?
- puppet shows for pre-schoolers - I use the library, mainly for the 20 books available for use to the pre-school - I would like to see more copies available of good books such as - Wildsmith, Ungerer, Sendak - as there never seems to be enough of these

- I would like to see materials (books, magazines, records, etc.) in languages other than English and French, a part of every library (public) collection, that is, if space and finances permit it. St. Paul's library is very small and quite new but it has an excellent collection which is steadily growing
- I feel more emphasis should be placed on providing the children with the "knowledge" to use a library
- more preschool experiences would be beneficial - I don't mean "toy lending"
- as a teacher-librarian in a tiny community which has a small branch library, any expansion of existing services would be a welcome improvement, as already indicated in this survey
- perhaps one-to-one or group instruction in use of library and materials would supplement that taught in the schools
- visible reviews of new children's books. For example a micro film which would capsule "New Children's Books This Month" or "New Canadian Fiction" or "A Periodicals Review Section on Current Canadian Issues - This Month's Issue is _____"
- bookmobile services to be continued for any children over 1/2 mile away from a public library
- the only problem I have with public library services is that they are too far away from both of my present schools. (especially for younger children)
- washroom facilities - some children asked if this would be possible

COMMENTS OF LIBRARIANS IN RESPONSE TO OPEN-ENDED
REQUEST FOR ADDITIONAL REMARKS

- We would like very much to hear about other services for children which you would like the library to provide. Would you please list such services, and indicate how important you think they would be -
- cultural services, e.g. plays by professional theatrical groups
folksingers
puppet shows by professionals and librarians
nature talks, displays (live animals!)
meet the author or artist
- reading clubs - directed by students or librarian
- services to handicapped children, e.g. books in braille, fingerspelling
- outreach service - service by a children's librarian or person under supervision of children's librarian to children who are shut in (e.g. ill or convalescing) or to children who are unable to get to the public library
- programmes for the gifted child - important service - at present school board has phased out this service
- increased programmes for multi-cultural groups - especially pre-schoolers
- increased programmes for exceptional child - important - in particular such programmes in conjunction with normal children, i.e. an integrated programme
- increased programmes in area of 'Mother (parent) and Child' combination programmes, e.g. Delicrest Programme; plus informational programmes on child care, e.g. parent effectiveness training - Gordon & Dreikurs - important
- segregated study areas such as are situated in the adult section of the library, if possible, placed in boys and girls, to give privacy to children wanting to work
- lending realia
- lending art
- providing children the opportunity to present programmes based on their own interests to a group of children

- providing cassettes and filmstrips for projects
- providing information for children on community activities of interest to them
- providing children with information relevant to their human welfare and rights
- providing access to adults who would be willing to share knowledge and skills
- programmes for 7-10 age group
- 'Live' music and theatre groups
- Regular school visits and library visits to schools
- more staff would provide more time to devote to more storytime sessions for pre-schoolers and puppet plays for all ages.
- our first concern is for increases in book budget and additional staff
- my work is in adult reference; while we do work with children from grades 3 - 4 upward, and are aware of the general range of programs offered in the children's department, it is quite impossible to know the nitty-gritty of materials, procedures and policies in that department
- generally the public library should serve a different role than the school library. Certainly the students make use of our non-fiction collection for school projects but we supply school project material only insofar as we stock material to meet the varied interests of children in general or as individuals. We do not set out to support curriculum. Similarly while we provide tables and chairs our main aim is not to be a study area
- staffing - adequate trained staff to process and maintain children's materials - staff to aid young users
- in terms of escapist reading, children have as many rights as adults and the appeal of "Mad", Hardy Boys and Nancy Drew, 'comics' is an important service - if we can understand some of their needs, we can also offer them good books - art, music, technical subjects, etc. that will broaden their knowledge somewhat more. Staff knowledgeable and interested in various topics can be ideal in generating interest in other people

COMMENTS OF LIBRARIANS IN RESPONSE TO OPEN-ENDED
REQUEST REGARDING REGIONAL PROVISIONS

- We would like very much to have additional suggestions from you about the services which you would like from the Regional Children's Services Co-ordinator. Would you please list any suggestions below (use an additional sheet if you need one) and indicate how important you think such a service would be.
-
- I feel that I could not answer questions on regional level, mainly because I do not know if the service is provided or not
 - I would think an extensive reference collection relating to children's and young people's work would be valuable. It could co-ordinate lists, bibliographies, pamphlets, etc. that could be borrowed. e.g., the type of booklets listed in Wilson Library Bulletin from libraries across country. It is difficult to send for all of these - and costly, but if co-ordinated to a listing sent out, they could be borrowed. e.g. p. 550 March/77 issue of Wilson Library Bulletin
 - I think the region could take more of a role in generating new ideas for service, and advertising those services. The newsletter could contain more practical ideas, e.g. maybe a regular column of new things done either in the Region or anywhere else
 - An extremely important function of a children's co-ordinator should be to keep administrators and trustees aware of the importance of children's services and to ensure that these services receive a fair share of the library budget
 - Regional sponsored children's programmes - ideas for libraries for programmes they could do - as well as the paid groups
 - I think having meetings with other children's librarians and exchanging ideas, also discussing any professional problems is very important
 - Closer association to the Laubach Literary Association, which is involved in teaching adults how to read. Perhaps even some of the literature or reading kits would be a good start
 - Children's Services Co-ordinator is not a visible position in the Region as yet. I believe this is an important position and should be an active and aggressive force in the Region. While there are several valuable children's services related programmes going on, the position itself does not seem a strong one. The "book" part of a children's library is important - in fact essential and I have been quite disappointed in the regional lists we have seen

- To this end the Regional Children's Services Co-ordinator should be as flexible as possible in approach and enthusiastic in pursuing new areas of service. In addition she should be continually aware of changes taking place in the world of children both inside the area of the library world and outside
- Basically the Regional staff should play the role of resource people, directional staff, co-ordinating and staff development. They should not provide direct services but assist separate branch libraries in setting up their libraries

SUGGESTIONS MADE BY LIBRARY USERS
FOR SPECIFIC SERVICES

- We would like very much to hear about other services for children which you would like the library to provide. Would you please list such services, and indicate how important you think they would be
-
- storytime for the 1 1/2 yr. old child - 3 yrs.
 - movies shown on weekdays for preschoolers
 - possible volunteers (10-12 yr. olds) to assist young children in the library after school hours. Suggest some type of incentive program to attract volunteers
 - [toy library]
 - record players (childproof type) for borrowing or at a slight rental fee - very important program especially for preschool children
 - I would like to see a few more books suitable for 6-8 yr. olds
 - there should be large notices on each section of books to tell the child what type of books they are (in simple language)
 - some type of service for children with asthma and allergies so they are better able to understand what is happening, why and how to possibly avoid contact. It is available for parents - why not the children?
 - reading buddies to read to children interested in listening to stories during the summer on a daily or weekly basis. To get children interested in reading
 - providing crafts for school children up to 10 years of age during the week in the summer
 - more tablespace for folks wishing to work in library
 - more records for preschool children and young children
 - wide variety of 'educational' filmstrips with film strip projector readily accessible for previewing. Public and High School Students would likely enjoy the use of these to augment their school's selection

to which they may or may not have easy access for project work

- taped lectures may or may not be feasible for a public library system. Music only seems a limited field for the tapes and tape decks (sic)
- feel that there could be more craft projects for under 5's. Most current programmes are aimed at 7 and up. Also should have more advanced story hour for 5's and 6's as they still enjoy hearing stories and are at an important stage in learning to read and actually appreciate books
- I really think video tapes pertaining to social studies, science etc. as reference material would be a splendid addition
- I would like to see evidence of collaboration between local schools and libraries so that the latter could give more short-term space to relevant topics in the school curriculum
- perhaps 'study kits' on various topics which could be easily photocopied etc. (there are series of these e.g. on historically important documents, events etc.)
- book clubs - small groups assemble to share reading experiences and/or study an author, book or a topic
- puppet shows
- plays for children
- games - popular board games for young children 4-8 yrs.]
- I work with a church group and would like to be able to borrow books, pictures and filmstrips on Biblical themes, moral questions etc.
- there should be some programme every Saturday for 3 to 8 year olds to encourage borrowing
- a sign in plain English, outlining steps involved in finding books and other materials should be posted in a conspicuous place for the assistance of both child and adult patrons
- I would like to see a chess club organized for children
- arts and crafts for children 6 or over (more - especially during the summer)
- science talks and films for 10 or over (e.g. moon, dinosaurs etc.)
- not sure what they are called but are a sort of video viewer that teaching tapes and schedules can be inserted into - used by children and adults such as myself who had been or are being humiliated by the school system, but who still have a great deal of learning potential and can learn more quickly and efficiently from machines
- I would find it helpful to have some books grouped by age levels such as 1-3 years and 4-6 years, and a special shelf for craft ideas, games for preschool or kindergarten children placed in the young

children's section

- session in French for English-speaking (young) children
- I would like to suggest that the library offer more to children in the area of music. At present recorder lessons are offered which both my children enjoy. Would it be possible to offer something in the area of general music appreciation - introduction to classical music by way of record sessions, etc. Introduction to the various instruments of the orchestra. Talks at an appropriate level on some of the famous composers, etc.
- I would like the library to continue storytime, even if held once a week, all summer - my son enjoys and looks forward to it each week

COMMENTS OF LIBRARY USERS IN RESPONSE
TO OPEN ENDED REQUEST FOR ADDITIONAL REMARKS

- We would like very much to hear about other services for children which you would like the library to provide. Would you please list such services, and indicate how important you think they would be.
-
- I would like to see the children's library more clearly illustrated, i.e. by using subject category rather than just by numbers, so that when one wants to find books on reptiles or poetry, it would be easy to look to a sign and go from there. The children's library (at Bramalea) is absolutely delightful - all the books are located at children's shoulder level - not adult's!
 - although you do refer to it in your questions, I would like to stress the importance of toys for both in library and take-home use. Many underprivileged children use the library. Often these kids don't have toys at home. In this case taking out a toy would be great (kids need to play with toys for normal development). Some of the children would not be allowed to take toys home because the parents disapprove (I do volunteer work with one such child). In this case, it would be wonderful to be able to use toys in the library - if only to teach the child how to play. Whenever I have taken a toy to use in the library I got told that this would go against the rules
 - I do not think that the library should provide games, toys and craft instruction. These are not appropriate for a library, in my opinion, and could be done elsewhere, i.e. boy scouts, girl guides or at home. Story-hour for preschoolers is, at the most, all that is necessary. Please keep the library a library not a drop in centre!
 - because we do not have French instruction in lower grades in Brantford, would it be possible to get simple beginning French words, songs etc. which parent and child can do together to fill in the gap between nursery school and senior public school
 - the Paris library provides excellent materials but it could benefit greatly from a full-time children's librarian
 - there is a need for a children's librarian
 - we have a small library functioning well in a village of 1,000 people. Children and adults are treated with courtesy and concern, and the library relates well to community needs. I greatly respect the expertise of the librarian (in general) but do not see the need for overlapping into other fields and areas of concern

- how about paid babysitting service? Enough kids are dropped off during school holidays during the day. Parents should pay for that service or else taxes should pay you or a separate staff member for it
- there should be more child services available other than books in order to interest them in part of the culture Canada is losing fast. Dramatic groups would be both interesting and educational. Craft groups would also be educational and stimulating
- space for toddlers and babies while Mother is choosing books - space for preschoolers to choose books where they can make a noise!
- while children are having a story hour, a discussion group could be offered to Mothers who usually sit around, not ever looking for books. The discussion group could follow many different topics, but all directed towards where in the library one can find material to expand one's horizons - e.g. - child development, crafts, cooking or any intellectual subject. Perhaps the group could decide sometimes. I think we direct everything towards children and forget Mothers who are often lonely, bored, frustrated and need a little oomph in their outlook. If crafts were offered to Mothers, babysitting should be provided. Movies on Saturday afternoons used to be very popular. Some feedback from Mothers could help in providing a better quality of children's books than is now the case. The number of times a book is loaned is not much indication of enjoyment
- separate room in which you can leave the kids in order to find time to look at adult material without worrying about the kids making a noise and disturbing other people reading
- I would like to see the preschool hour start on time
- a few more crafts; other than colouring
- at my present stage, with 2 preschool children, I'd like to see some sort of programme for younger children - 2 years, and more plays, puppet shows, pantomimes etc. geared at a younger level. As it is now, at our library, the "special" programmes are limited in the number of children that may attend, and are usually geared to the other children
- as a parent of preschoolers, I have noticed a great lack of interest on the part of the library in programmes for such little ones. I have been told that this is due to them having a short attention span. Yes and No. With today's mass education via the media - children at a younger level are able to cope with learning materials via crafts, short stories, puppets, simple tunes etc. It is possible to have a 45 min. session of a Beatrix Potter story with a visit from one of the animals (caged) i.e. rabbit in a cage, for the children to pet and then to have them colour a cutout of the rabbit. This could cover 30-45 min. I am sure you could get parent volunteers very easily. This is only an idea. I have seen many Mothers who have done such things with their preschoolers. The little ones love it and are absorbed so that they don't create problems

- I believe it is essential that all programs for preschoolers should be planned so that Mothers can take part in them with their children. Many children feel insecure in groups without their Mothers. I also believe that there should be programs arranged for Fathers and preschoolers - perhaps on Saturday to accommodate as many Fathers as possible. The Mother and Child series should be given more often - and also in the evening with both parents encouraged to attend where possible and when the topics interest them. In my conversations with Mothers at the library I have been appalled by how little support a rich community such as Oakville provides for Mothers - and Fathers - trying to raise small children. There is very little by way of education available unless Mother's elect to take Sheridan's Family Day Care to learn how to raise the children they have born
- it would be nice if they would talk more with young school children to make them more aware of what the library has for them. I would like to see young children more interested in reading for fun and personal enjoyment. Take samples of different library interests into the classrooms perhaps once a month
- this questionnaire was not completely filled out because there were many areas in which I was not familiar with the existing services. Is there a brochure listing the services provided - if so it should be given out with each library card issued
- this survey is meaningless unless a larger, more modern library is provided!
- I am very happy with the library as it functions for my family. The staff provide a very happy and certainly interesting programme. Helping and encouraging new readers could be included in the programme
- we love the special things you have on winter breaks etc.
- this is an excellent library - limited only because of lack of sufficient funding from the City Fathers. The most important thing is not enough money
- in the past few years I have been increasingly impressed by both the quality and the quantity of material and activities made available to children.
- I have found the librarians help out as much as they can and I have had no problems left unsolved
- I feel the main purpose for the library's existence is to provide good books in a pleasant atmosphere. The Burlington Public Library fulfills this very well
- I think the service provided for the children is excellent. The librarians and the girls that work here are just wonderful. I think Burlington is lucky to have such a wonderful Children's Department. Libraries sure have come a long way. I find the staff most friendly and pleasant
- I feel that the greatest benefits the children receive at this library come from the exceptional staff. They are always helpful, patient and well informed. The children's department provides the books and re-

sources the children need. My children enjoy coming here

- generally satisfied with the library but would like to see programmes for children under three, more for preschoolers and a beginning-to-read programme for five to six year olds
- I would like to see small areas libraries, close to sub-divisions
- I would appreciate a "Drop Box" outside the library for returning books after "Library Hours"
- I think the Mothers should be able to go in with the children the first day to see really what the program is like
- we need a light by the library for children because they have to go up Wentworth St.
- I would like a crossing light at Concession St. It is too busy in the rush hour for the children to cross safely